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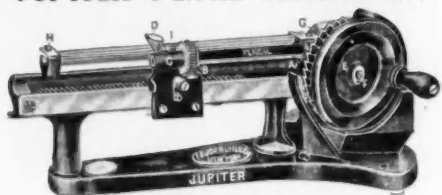
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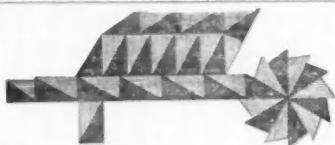
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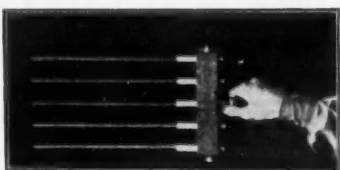


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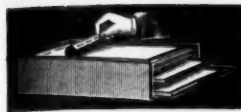
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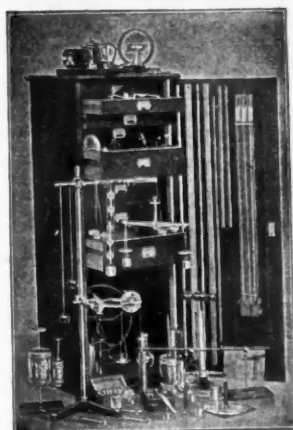
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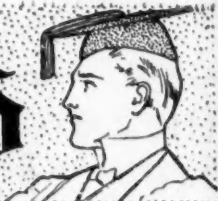
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## ABBREVIATIONS.

<b>Appleton</b>	D. Appleton & Co.	New York, Boston, Chicago.
<b>Barnes</b>	A. J. Barnes Publishing Co.	St. Louis, Mo.
<b>Educational</b>	Educational Publishing Co.	New York, Chicago.
<b>Ginn</b>	Ginn & Co.	Boston, New York, Chicago.
<b>Gregg</b>	Gregg Publishing Co.	Chicago.
<b>Heath</b>	D. C. Heath & Co.	Boston, New York, Chicago.
<b>Houghton</b>	Houghton, Mifflin & Co.	Boston, New York, Chicago.
<b>Jenkins</b>	Wm. R. Jenkins.	New York City.
<b>Longmans</b>	Longmans, Green & Co.	New York.
<b>Maynard</b>	Maynard, Merrill & Co.	New York, Chicago.
<b>Merriam</b>	G. & C. Merriam Co.	Springfield, Mass.
<b>Macmillan</b>	The Macmillan Co.	New York, Chicago.
<b>Meyers</b>	Myers, Fishel & Co.	Harrisburg, Pa.
<b>National</b>	National Publishing Co.	Louisville, Ky.
<b>Peckham</b>	Peckham, Little & Co.	New York.
<b>Pitman</b>	Isaac Pitman & Sons.	New York.
<b>Prang</b>	Prang Educational Co.	Boston, New York, Chicago.
<b>Sadler</b>	Sadler-Rowe Co.	Baltimore.
<b>Scott</b>	Scott, Foresman & Co.	Chicago, New York.
<b>Silver</b>	Silver, Burdett & Co.	Boston, New York, Chicago.
<b>Sower</b>	Christopher Sower Co.	Philadelphia.
<b>Thompson</b>	Thompson, Brown & Co.	Boston, Chicago.
<b>University</b>	University Publishing Co.	New York, New Orleans.

**ALGEBRA.**  
Slaught's Elements...Appleton  
" Principles...Ginn  
Wentworth Series...Ginn  
Beman & Smith...Ginn  
Wells' Series...Heath  
Bowser's Series...Heath  
McCurdy's Exercise Book...Sower  
Freeland's...Longmans  
Hall & Knights...Macmillan  
Thompson's New...Maynard  
First Book...Silver  
Lilly's Series...Silver  
Brooks'...Sower  
Beginners'...Thompson  
Bradbury Series...Ginn  
Fairbanks & Hebdon...Ginn  
Sanford's Ele...University  
Nicholson's Ele...University  
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Atwood's Series...Ginn  
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White's Series...Ginn  
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McLellan & Ames' Series...Ginn  
Thompson's 1st Les. Maynard  
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Commercial Arithmetic, School Ed...Sadler  
Essentials of Arithm...Scott  
Belfield's Ele...Scott  
Rational Ele...Scott  
Rational Gr. Sch...Scott  
Belfield's...Scott  
Normal Course...Silver  
Pierce's Series...Silver  
New Complete...Silver  
Brooks' Series...Sower  
Brooks' Mental...Sower  
Nichol's Graded Les. Thompson  
Coggswell, Lessons...Ginn  
Bradbury's Eaton's...Ginn  
Nicholson's Series...University  
Sauford's Series...University  
Venable's Series...University

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Macquard & Frothingham's Sculpture...Ginn  
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Hall's Elements...Macmillan  
Howe's Elements...Silver  
Peck's Constellations...Silver

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Parker's...Macmillan

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Seavy's Practical...Heath  
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## BOOKS RECEIVED.

Health, Strength and Power. By Dudley Allen Sargent, Director of Hemenway Gymnasium, Harvard University. 280 pages. Illustrated. Published by H. M. Caldwell Company, New York, Boston.  
Denslow's Scarecrow and the Tin Man. By W. W. Denslow. Price, \$1.25. Published by G. W. Dillingham, New York.  
Elementary Geography. By Richard Elwood Dodge. Part I. Home Geography. Part II. Word Relations and the Continents. 231 pages. Rand, McNally & Company, Chicago, New York.  
In St. Jorgen. Edited by J. H. Beckmann. 16mo. List price, 35 cents; mailing price, 40 cents. Glinn & Company, Boston, New York, Chicago.  
It All Came True. By Mary F. Leonard. Illustrated. Price, 60 cents, net; postage, 10 cents. Thos. Y. Crowell & Company, New York.  
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Twenty Famous Naval Battles. Salamis to Santiago. By Edward Kirk Rawson, Superintendent Naval War Records, United States Navy. 730 pages. Price, \$2.00. Thos. Y. Crowell & Company, New York.  
Bravest of the Brave, Captain Charles de Langlade. By Publius V. Lawton. Price, \$1.50; morocco, \$3.00; sent prepaid. Published by Log Cabin Inn, Menasha, Wis.  
The Hundred Best English Poems. Selected by Adam L. Gownans, M. A. 12mo, 60 cents; gilt top 75 cents; 18mo, 35 cents; limp leather 75 cents.  
The Letters of Lord Chesterfield. To His Son and His Godson. Edited by Charles Welsh. Cloth, 35 cents; limp leather, 75 cents.  
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Synopsis of Dickens's Novels. By J. Walker McSpadden. 250 pages, 18mo, cloth, 45 cents net. Postage, 5 cents. Thomas Y. Crowell & Company, New York.  
Stories of Robin Hood. And His Merry Outlaws. By

J. Walker McSpadden. 330 pages, 16mo, illustrated, 60 cents; gilt top 75 cents; 18mo, 35 cents; limp leather 75 cents.

Thomas Platter, and the Educational Renaissance of the Sixteenth Century. By Paul Monroe. 227 pp. Price, \$1.20, net. D. Appleton & Co., New York, Chicago.

Manual on Physical Geography. By Albert Perry Brigham. 153 pp. D. Appleton & Co., New York, Chicago.

Los Puritanosy Otros Cuentos. Por Armando Palacio Valdes. Edited with introduction and explanatory notes in English by W. T. Faulkner, A. M. 103 pp. Price, 50 cents. William R. Jenkins, New York.

Stories of Adventure. By Edward E. Hale. \$1.25.

Stories of Discoveries. By Edward E. Hale. \$1.25.

The Iron Star. By John Preston True. Illustrated. 146 pp. Little, Brown & Co., Boston.

The Geography of the United States. First series. By Charles A. McMurtry, Ph. D. 288 pp. Price, 50 cents. The Macmillan Company, New York. Geo. Brumder Book Department, Milwaukee.

Correct Writing and Speaking. By Mary A. Jordan. 252 pp. Price, \$1.00 net. A. S. Barnes & Co., New York.

Elementary Grammar. By William H. Maxwell. Cloth, 12 mo. 208 pp. Price, 40 cents. American Book Co., New York, Chicago.

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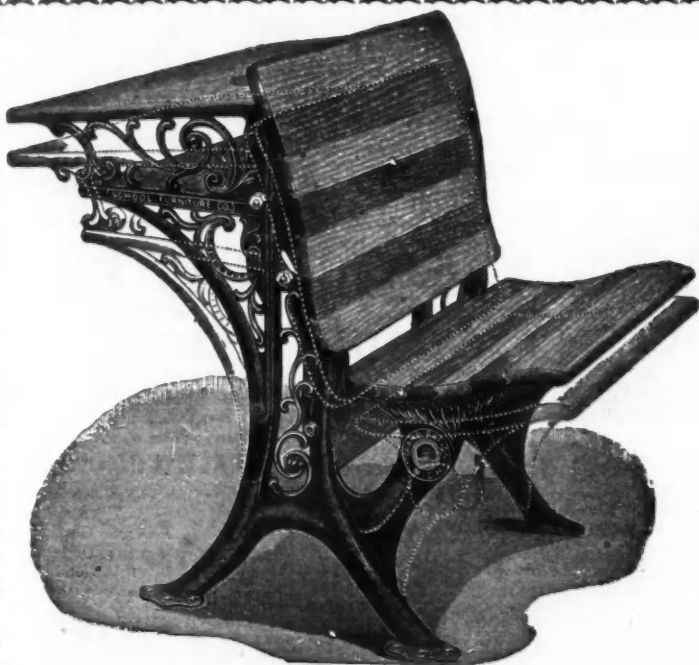


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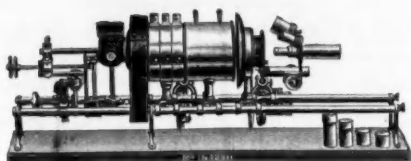
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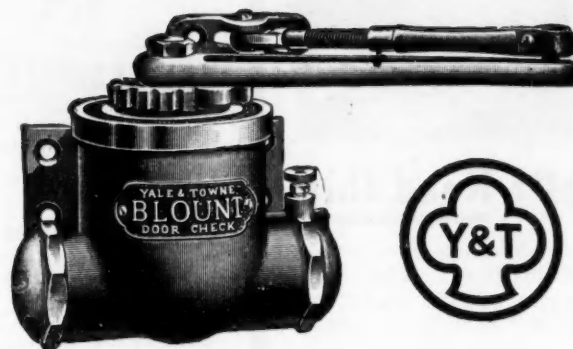
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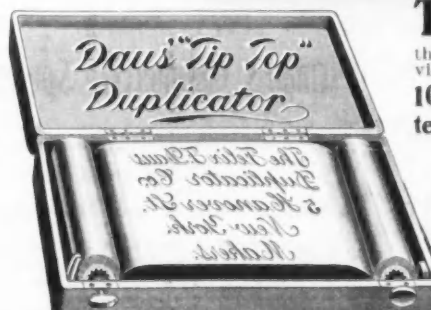
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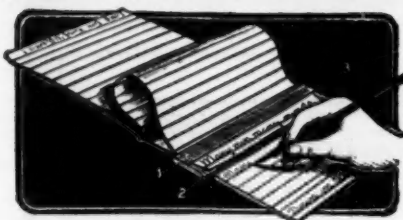
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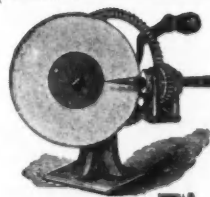
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## OPPOSITION TO THE DERELICT SCHOOL DIRECTORS.

A graphic description of public sentiment against Boards of Education in cities where the accommodations are insufficient to house the school children.



#### Scope of School Board Authority.

A broad and sweeping decision concerning the rights of the School Boards in Illinois was handed down by Judge Tuley in Chicago. It will settle a number of disputed questions as to whether the School Boards have certain rights which have been disputed.

The particular decision was in regard to the right of the Board of Education of Chicago to build and maintain a normal school. The claim was made by those opposed to the proposition that the Board of Education was not supposed to furnish the means for persons desiring to teach to get the needed education any more than they were supposed to furnish a medical, law, pharmacy or dentistry school for those desiring to pursue those professions.

Judge Tuley's opinion while passing upon this point goes much further: "The Board of Education," said he, "is vested with authority in law to take all necessary steps to provide a complete and efficient system of free public schools. This broad law justifies the board in taking whatever action is necessary in relation to broadening the scope of school work. The constitutional provision for a school system confers great powers on Boards of Education, and I believe intentionally was made as broad as it could be."

Judge Tuley also held that the board has the right to erect any building necessary to the establishment and maintenance of a thorough and efficient system of free schools. He said that the board and not the tax-payers must decide what is suitable action to improve the school system. The courts he said would not interfere unless it was clearly shown that the plans of the trustees exceed their powers.

#### Rights of Pupils.

The Supreme Court of Nebraska has decided that the father of a child of school age, or one standing in *loco parentis* to the child, may maintain an action to compel the directors of a school district to allow the child to attend school in the district where the child is a bona fide resident. Where a child of school age is wrongfully denied admission to the public school of a district, an injunction may properly issue to restrain the directors of a school from interfering with his attendance. The court in expounding this ruling said: "Where a child with the consent of his parents goes to live in the family of another as a member of the family and under an agreement that that is to be his home, and that he is to be cared for and provided with school facilities, he becomes a bona fide resident of the district where living, and the person with whom he resides occupies the relation of a parent, stands in *loco parentis*, and may demand for him every right to which his own son is entitled."

#### Board vs. Committees.

State Superintendent Riggs, of Iowa, has made a ruling that local School Boards cannot delegate power to committees, but must attend to duties imposed upon them by the statute themselves. The decision is made in an Allamakee County case, where the School Board was to select a site and empowered a committee to do the work for them. The committee also drew orders on the school treasurer and in other ways carried out duties imposed upon the board by the law. If the committee had acted under the board and its acts been approved by

that body, there would have been no trouble, but in this case they acted entirely independently. The decision will probably narrow down the general custom among local school boards of delegating more or less power to committees.

#### Do Not Control Taxes.

Joliet, Ill. Judge Dibell rendered a decision of importance throughout the state. He denied the right of the School Board to control absolutely its tax levy. The board, through proceedings in court, sought to establish this right, maintaining that it was not necessary for the city council to pass on the school appropriations. The judge ruled that the county clerk must extend the taxes as certified to by the council and not by the School Board.

#### Teacher's Right to Pay.

School teachers must have written contracts or they can not recover pay for their services, although they are qualified and actually teach schools to which the trustee has assigned them. The Supreme Court of Indiana has so held, in affirming a decision that Claude Lee was not entitled to compensation for teaching a school in Elkhart county. The trustee paid the teacher at the rate of \$1.50, but he claimed compensation at the rate of \$2.35, under the law regulating the compensation of teachers, according to the grade of license they hold, and suit was brought for the rest of wages at that rate.

#### NEW RULES AND REGULATIONS.

St. Paul, Minn. The board adopted the following amended rule: Each pupil at the completion of a full course in any of the high schools shall receive a diploma signed by the president and secretary of the Board of School Inspectors, the principal of the high school and the Superintendent of Schools, and the graduating class shall, before the distribution of such diplomas, give a public exhibition at such time and place as may be designated by the Board of School Inspectors.

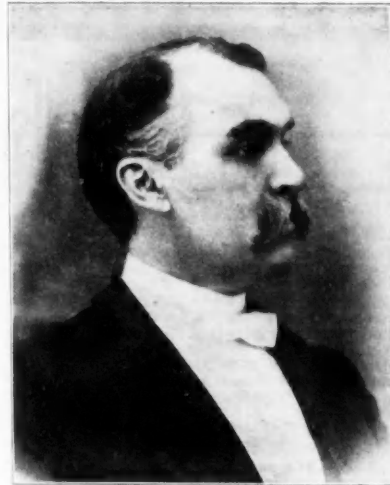
The first and second honors on this occasion shall be assigned to the two pupils having the highest average in scholarship throughout the course; the remainder of the fourth of the class standing highest in scholarship shall also be on the roll of honor. From this number eight, in addition to the first and second honors, shall be chosen to take part in the graduation exercises—provided that the number competing for these places shall never be less than fifteen, unless the class is less than fifteen; and further provided, that the principal shall exclude from the competition all who have not reached a high standard of excellence in their senior essays, or other rhetorical work, as respects both matter and delivery.

The competition for these eight places shall consist in the preparation of an original essay or oration. The authors of the various pieces shall remain unknown and the selection shall be made by a committee of persons not connected with the schools, appointed by the principal, who shall, with the principal, make the required award. The committee shall consist of not less than three and not more than five.

All the essays must be typewritten.

Fort Worth, Tex. The board has changed its rule governing the deduction of pay when teachers are absent. In the future five days' absence will be granted before any deduction is made.

Chicago, Ill. In order to facilitate the business of the board the following rules have been adopted by the board of education: The Business Manager shall cause to be sent to each member of the Board at least forty-eight hours before each regular Board meeting all reports from standing committees to be presented at such meeting for consideration and action.



ALSTON ELLIS, PH. D., L.L. D.,  
President Ohio University, Athens, O.

Each separate committee report shall contain only one general subject or recommendation, and the subject of the report shall be briefly stated at the head of the report. It shall also bear an identifying number. When the reports are presented to the Board for action, the Secretary shall read the number of the report and the caption, giving the subject of the report, and when so read, it will be considered that the report has been duly presented, but any report shall be read in full at the request of any member.

Minneapolis, Minn. The following by-law has been adopted by the board of education: No member of the board shall be or become interested individually either directly or indirectly in any contract or purchase of the board of education.

New York City. The board of superintendents has under consideration an amendment to the rules to debar married teachers from excuse for absence, with pay. It is held that they should not be excused when they have husbands, especially when such excuse will make it necessary to deprive unmarried teachers of money they can ill afford to have withheld. The superintendents favor the application of this rule to teachers employed in special schools and to additional teachers who receive salaries greater than \$840.

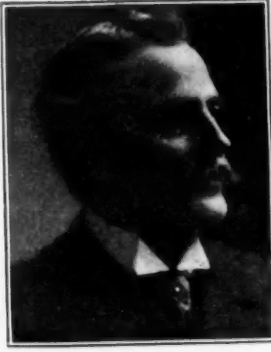


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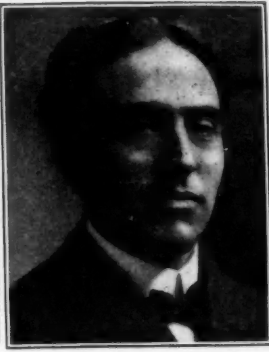




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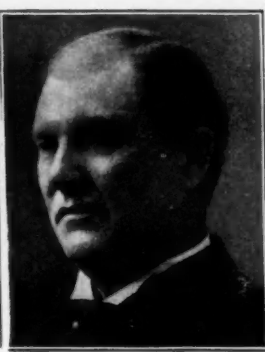
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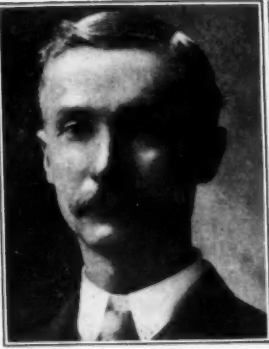
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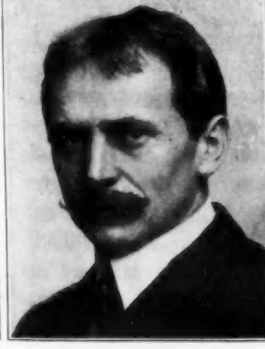
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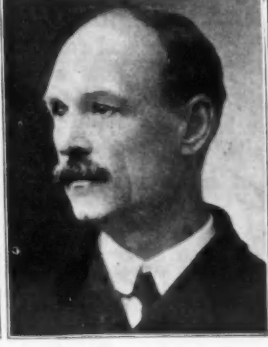
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W. H. MILLER,  
Bucyrus.



J. C. CANFIELD,  
Cleveland.



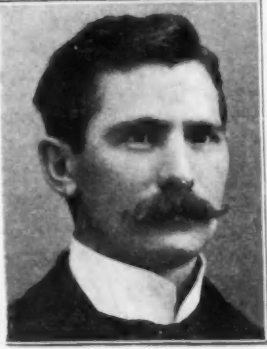
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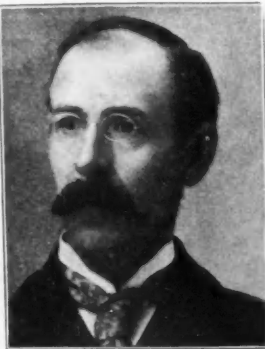
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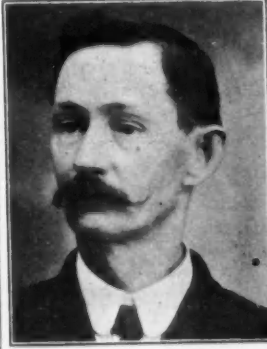
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Dayton.



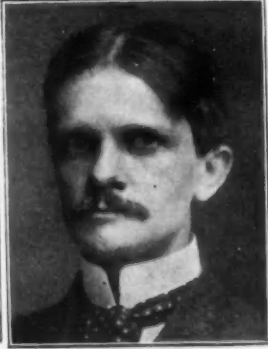
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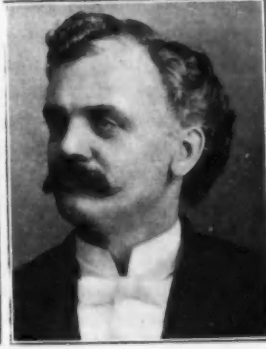
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J. M. BUTLER,  
Gallipolis.



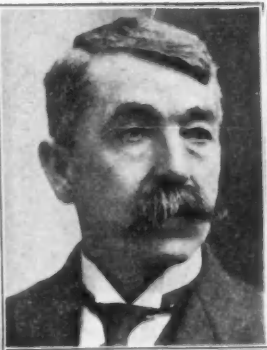
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JOHN W. WINN,  
Defiance.



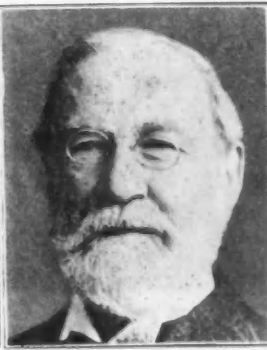
ARTHUR C. LUDLOW, D.D.,  
Cleveland.



C. E. MORRIS,  
Columbus.



C. A. CARLSON,  
Barberton.



GEO. H. HARPER,  
Cincinnati.



C. P. SOUDER,  
Niles.



GEORGE A. LORD,  
Painesville.

MEMBERS OF OHIO BOARDS OF EDUCATION.  
Entered upon their Duties January 1, 1905.

# Among Boards of Education

Toledo, O. "Keep the politicians out of the schools and keep the schools out of politics," is the cry which confronts the new School Board. It is said that a contest will be made upon Supt. Chalmers by the book trust.

Lebanon, Pa. "Men are a failure as school directors because often they accept the position in order to get in line for higher political places to which they aspire and because the positions are often taken by men whose only desire is to get positions for relatives, both of which circumstances frequently place ignorant men in the School Boards to the great disadvantage of the children." So says Miss MacKnight, President of the State Federation of Women's Clubs.

Louisville, Ky. The board has amended the rules governing the work of principals so as to permit them to teach any class they may select. The present rule requires that they teach the highest grade in the school.

Louisville, Ky. A new rule abolishing corporal punishment reads: "All teachers must aim at such discipline in their school as is practiced by a kind, judicious parent in his family; corporal punishment shall not be resorted to in any case; in no case shall resort be had to confinement in a closet or wardrobe, or to other cruel or unusual punishment as a mode of discipline. Pupils shall not be required to copy any part of any text book or write any word or sentence a great number of times as a punishment."

Chicago, Ill. The board has passed a resolution forbidding principals to hold bazaars in the schools. The object is to prevent games of chance, raffles, etc.

Indiana. The State Board of Education has under consideration the elimination of irrelevant matter from the high school and grade textbooks, and the adoption of a dual course of studies instead of the single course now being used. State Superintendent Cotton, at a recent meeting, proposed two courses, one for country schools and another for city schools. The two are identical in English and mathematical work, but differentiate as to science. The work in the country schools is intended to lead to the study of agriculture and to the technical rather than literary colleges.

San Francisco, Cal. The Board has passed a resolution providing that the practice of dismissing the pupils known as "honorary" a week in advance of the termination of the school session immediately preceding vacation periods, be discontinued.

Salt Lake City, Utah. The recent school election was waged on the Mormon and anti-Mormon lines. The

platform of the latter may be summarized as follows:

We want the schools to be non-Mormon.  
We want the schools to be non-Methodist  
We want the schools to be non-Catholic.  
We want the schools to be non-sectarian in every sense of the word.

We just want the schools to be plain United States of America schools. And that is what they will be, if it takes a generation of fighting to win this right for the children of the community.

Xenia, O. B. Schlesinger has been elected a member of the School Board under the new law. Mr. Schlesinger enjoys the remarkable distinction of having been a member of the board for twenty-four years. His splendid enthusiasm together with his fidelity and untiring energy for an efficient school system have been recognized again and again by the Xenia citizens. He deserves the distinction which he enjoys.

Chicago, Ill. A new regulation is in contemplation by which fire drills will be conducted twice a month only during the winter months.

St. Louis, Mo. The board proposes to shorten the time devoted to penmanship in the lowest grades. Undue strain on the eyes of the younger children prompts the change. Some form of manual training will be used as a substitute.

Detroit, Mich. The school board has suggested the drafting of a bill to forbid saloons from locating within a thousand feet of a school building.

Cleveland, Ohio. Permission has been given to the principals to shorten the morning recess of fifteen minutes to five minutes, and close the morning session of schools ten minutes earlier

on days when the weather and yard conditions are unfavorable for children to take the usual recess.

Chicago, Ill. The board of education has decided to introduce the oral method of teaching deaf children to the exclusion of the combined method of oral and sign teaching.

Greater New York. The teachers' associations are vigorously opposing the scheme proposed to the board of education to abolish the clerical force by shortening the school day in the lowest classes to three and a half hours and make it possible for the teachers of these classes to perform the clerical work.

Creston, Ia. The board has instituted a successful and novel plan of interesting parents in the public schools, by holding what they call "at home" afternoons in the schools. The parents are invited to attend and after the recitations and exercises by the pupils, there are short talks on important school topics by prominent citizens of the city. The days have brought out a large attendance and interest in the schools has been greatly heightened.

Dayton, O. The board has changed the numerical designation of schools to names of eminent men and has chosen the following: Col. F. W. Parker, Abraham Lincoln, R. W. Emerson, Jas. A. Garfield, Daniel Webster, H. W. Longfellow, John Ruskin, Washington Irving, Benjamin Franklin, Frances E. Willard, Thos. A. Edison, Nathaniel Hawthorne, Johann von Schiller, George Washington, Dr. J. M. Weaver, William McKinley.

Salem, Mass. Salem's truant officer, John W. Libbey, in office for thirty years continuously, says: "It is a spirit of mischief more than anything else that leads children to play 'hookey.' Some do it to go to work and earn money, some don't like to study, some can't get along with the teacher and some do it for spite, which isn't any reason at all, except a child's. In homes where the father and mother are always nagging at each other and at the children the conditions are the worst. Here truancy is bred."



BOARD OF EDUCATION, FREEPORT, ILL.

C. F. Hildreth.	S. E. Rainer, Supt.		
	J. N. Fleck.		D. F. Graham.
B. P. Hill.	Evelyn Graham.	A. Bergman.	D. B. Breed.
A. E. Hanke.	J. H. Gibler.	Secretary.	Otto Wagner.
			C. A. McNamara.





# Among the Teachers



Nebraska. The number of men employed in the state have been reduced 8 per cent. during the past year.

Hoboken, N. J. The School Board some time ago adopted a rule compelling teachers to attend a college extension lecture course provided by the board, and to write themes upon the same. The teachers appealed to the State Board of Education, with the result that the rule is declared illegal.

Pittsburg, Pa. The School Board proposes a Teachers' Salary Commission to be made up as follows:

(a) The superintendent of schools of the City of Pittsburg.

(b) The director of the high school.

(c) The head of the academic department of the high school.

(d) The head of the normal department of the high school.

(e) A principal of a sub-district school who shall be selected annually by a majority vote of all the principals of the city.

A teacher famine has broken out in Vigo County, Indiana.

Marion, O. According to a new rule made by the board, the marriage of a lady teacher is an equivalent to a resignation.

Pittsburg, Pa. The petition for salary increase presented by the teachers bore the names of 60,000 citizens.

## PENSIONING OF TEACHERS.

Waterbury, Conn. The Board of Education has prepared a draft of an act to provide a teachers' pension system which contains the following clauses:

The act provides for a teachers' retirement fund, which is available to teachers who have had 25 years of active duty. The fund will consist of all donations, bequests and gifts and all moneys deducted for time lost by teachers and other beneficiaries. The amount of time lost amounts to a considerable sum during the course of the school year. It is also provided by the act to reserve each year 1 per cent. of the salaries paid to teachers. The act as presented to the board recently is as follows:

"Sec. 1. The teachers, principals, superintendent and clerks of the Department of Education of the City of Waterbury now in office and who have been for three years and those hereafter appointed, after a probationary service of three years, shall hold their office and membership in said department until dismissed for cause by a two-thirds vote of the Board of Education in full and regular session.

"Sec. 2. The salaries of all employees affected by this act shall be fixed at such times as the Board of Education may determine, but in no case shall they be decreased.

"Sec. 3. The Board of Education of the City of Waterbury shall have power to establish what shall be known as the Public School Teachers' Retirement Fund, which fund shall be administered by the board of trustees hereinafter provided for. Said fund shall consist of:

"First—All moneys received from donations, legacies, gifts, bequests or otherwise, for or on account of said fund.

"Second—Also all moneys deducted for time lost by teachers and other beneficiaries.

"Third—On and after September 1, 1905, the

Board of Finance of said city upon recommendation of the Board of Education shall reserve from the January payroll in each year and cause to be turned over to treasurer of said fund 1 per cent. of the salaries paid to the teachers, provided that no teacher shall be assessed for more than 1 per cent. of \$1,200 per annum.

"Sec. 4. The president or chairman of the Board of Education together with three members chosen by said board, the Superintendent of Schools, the City Treasurer of the City of Waterbury, who shall be ex-officio the treasurer of said fund, and three representatives to be elected annually by the teachers of the public schools, shall form a board of trustees who shall have charge of and administer said fund, and said board of trustees shall have power to invest and re-invest the same as shall be deemed by them most beneficial to said fund and shall make payment from said fund of annuities granted in pursuance of this act; and shall from time to time make and establish such rules and regulations for the administration of said fund as they shall deem best.

Meetings of said board of trustees shall be held on the second Wednesday of January, May and September in each year.

"Sec. 5. Whenever a teacher's pay roll shall be certified to the Board of Finance for payment, it shall contain a statement of the amount to be deducted for lost time from the salary of each teacher in accordance with the provision of this act, which amounts shall be added by said City Treasurer to said retirement fund; and all amounts received by said treasurer for said fund, in accordance with the provisions of this act, shall be subject to the order of said board of trustees signed by the president and secretary of said board.

"Sec. 6. Every teacher who has annually contributed to said fund in accordance with the provisions of this act for at least five years, or who shall at one time have paid an amount equal to five years contributions, plus 8 per cent. thereof, and shall have taught not less than 30 years, of which time 25 years shall have been spent in teaching in Waterbury, may be retired and shall have the right voluntarily to retire from such service and become a beneficiary under this act; and every teacher so retired or retiring shall be entitled to an annuity for the remainder of his or her life, to be paid by said board of trustees out of said fund, equal to one-half of the salary of such teacher at the time of such retirement, at the same times and in the same proportions as the salaries of teachers are paid: Provided, that any teacher who upon the certificate of three physicians is shown to be physically unfit to continue his or her work, may be retired by vote of the Board of Education. In case of such retirement, after a service of 25 years in Waterbury, full annuity shall be paid, and after a service of 20 years one-third of the salary at time of retirement shall be paid as an annuity: Provided, that the annuity so paid shall in no case exceed \$600 in any one year.

"Sec. 7. In case the fund shall be insufficient to pay the annuities provided for in section 6 of this act, the City of Waterbury shall make an appropriation not to exceed an amount of 1

## A REPORTER'S VIEW OF THE TEACHER.

A newspaper reporter named Phil Space was recently invited to a Brooklyn, N. Y., educational association to give his views on the teacher. The motive which prompted the invitation was to see what an "outsider" thought of them. Mr. Space spoke substantially as follows:

"What are the reasons for the lack of proper respect among the laity for the teaching profession—by respect we mean that which is accorded to the other professions, the so-called learned professions. I advance the theory that the reasons were not many and that they probably could be reduced to the one, 'teachers do not take enough interest in affairs which are not connected directly with their profession.'

"It seems to me that there are very few teachers, indeed, who take more than a passing interest in the question in which the world at large is interested. Some of them—are they not in the majority—do not take even a passing interest in them. You will bring up in answer to this that teachers have so much to do to keep themselves abreast of their work that they do not have time to read and study upon questions which are not connected directly or indirectly with the work at hand. You will tell me that the course of study, as it is now worked out, takes more time than the teachers can possibly find in school hours. The answer I would make to these and similar objections would be neglect a little professional culture for a little of the culture given by knocking up against the world. If you can't knock in person get the vibrations through the newspapers.

"Now, to give you an illustration of just what I mean. I stood in front of a school the other day after the pupils had been dismissed. Four teachers came out. Two of them stopped at a news stand and bought newspapers. They got on the same car with me. The two who had bought the papers looked carefully through the inside and found the school news. They read the column devoted to school topics and threw the papers away. Now there was a whole world of information, and information from a whole world, yet those teachers could see nothing in the papers worth their while, except that which bore directly upon their work.

"I can almost hear some one asking, Is the teacher really suffering from any lack of respect? Would teachers have so hard time to secure increased remuneration for their services if they were accorded a respect equal to that of the professions? Would they have to fight to get their rights recognized if they were accorded the respect which is their due? Would tenure of office be a thing of the dim, distant future if they were recognized as conferring a service equal or superior to that of any one of the three professions? Would legislation in their behalf, or legislation proposed by one of their number, be treated with the scant courtesy it now is if they could go to legislators and demand their rights, instead of asking for privileges? No; there is no question about the lack of respect; it is a real fact, and is to-day one of the most potent reasons why our schools are not doing the work expected of them.

"What is there in the activities of members of the professions which distinguish them in

(Concluded on page 20.)

(Concluded on page 20.)



# OFFICIAL SCHOOL MANAGEMENT

Third paper by W. Clement Moore, Burlington, N. J.

## THE SCHOOL SUPPLY QUESTION.

Written for the American School Board Journal.

In many districts this question has proven more than vexing. To what extent a school should be supplied with materials to work with, is given a broad scope if the opinion of various Boards of Education are to be considered. Although many states have already decided that their schools shall be supplied with all necessary furniture and apparatus—but few of them have appropriated any special funds for that purpose, and the matter quite naturally descends to the attention or negligence of the respective Boards of Education. While it is quite noticeable that where they have made an attempt to furnish the necessary supplies, or a part of them, they have as a rule been successful—still, a great majority of the members and Boards, contend that they cannot provide a fund for its maintenance.

The experience of those who have tried and been successful is always worthy of attention, and when the finances of a district are run on a close margin the following plan seems the most feasible.

This particular Board represented five schools, having an average attendance of about thirty scholars each. They figured that for the five schools they would need during the school year the following supplies:

20 Reams good writing paper.....	\$12 00
40 Reams pencil paper.....	8 00
10 Reams drawing paper.....	8 00
10 Gross pencils.....	10 00
25 Quarts ink.....	16 00
10 Gross pens.....	10 00
250 penholders.....	2 00
	<hr/>
	\$66 00

Knowing that they could not afford to supply the entire outfit the first year, they decided to place the paper in the schools and raise the appropriation the following year to supply all the above with the addition of rulers, etc. This they did. The fact that they placed the paper in the schools the first year was appreciated by the parents, who could not fail to note the improvement it effected among their children, and the appropriation was raised without difficulty.

There are many things to commend themselves in the furnishing of supplies. First of all, when properly managed by the teachers it inculcates habits of cleanliness, care, neatness, accuracy, attentiveness, and economy, all of which are necessary elements to the future success of every boy and girl.

Another important question constantly before the Board and directly along this line is that of the proper selection of text-books. There are many things to consider in this work and worthy of note here. For example, a foreman in a machine shop is always careful of the tools which he places in the hands of his workmen; he realizes that from good, reliable tools he will secure the best and quickest work. In like manner this should be true of books, for they are the tools with which our children are to work day in and day out, and according to their value shall be the value of the service which we shall get from them.

who is to do that work, provided he be master of his position. So, it would seem better to call a joint meeting of the members and teachers for the purpose.

Care should be taken to have the books of each grade to lead up to the next higher grade in a systematic manner in order that the pupils may not be called upon to guess what lies between two subjects as is often the case.

Some Boards have a method of changing some of their books from one school to the other (the books being different, such as readers, etc.) each year, thus giving each school a fresh supply of books each year. This, of course, can be practiced only with certain books.

The careful selection of a text-book means much to the school, the teacher, and the pupils, and is worthy of the study and attention of every interested member.

### The School Properties.

That which has an important bearing upon the education of the child, is the environment to which he is subjected in securing that education. An attractive playground or a beautiful site will do more toward making a child love his books and their associations than we think.

### The School Building and its Surroundings.

Probably many of our readers are members of Boards of Education where the proposition to build a new school is under consideration or will be in the near future, hence a few words upon that subject may be appropriate.

In the city this is indeed a difficult problem; owing to the fact that the cost of the site, the location as to moral and healthful purposes, the securing of sufficient space for playgrounds and the general appropriateness of the surroundings, must all be considered. But, in the rural districts there is always an abundance of land to be bought for a song almost, and from which it should not be at all difficult to select an ideal and desirable location. Yet, in traveling over the country we cannot refrain from comparing the average rural school to the asylum or pest-house, for both as a rule are isolated from human habitation. Perhaps the members who erected these buildings sought for quietness and from all appearances they got it. This state of affairs it is to be hoped will be bettered considerably in future buildings and sites, for the school should not be considered as a general nuisance, but should have a warm place in our hearts—and thus even if situated, of a necessity, well into the country, it should be at least close to some dwelling, where assistance in case of accidents or sickness could be speedily obtained, and where it would not seem so very lonesome on days when the attendance may be small.

In fact, an ideal location would be convenient and accessible to all the children in the district and should be chosen where the ground is dry, and, if possible, somewhat elevated. For a rural school from a half to a full acre of land should be secured for playground space. Let the playground be situated to the rear of the building, which should be far enough back from the road or street to allow a neat and attractive

Quite often a Board appoints a committee of its members who selects all the books for the various schools. This is radically wrong—the teacher of each school must be considered—no person can tell what is needed for the execution of a certain piece of work so well as he

yard in front. A part of the duties of school authorities is to guard well the health of the children in school—and if the school be located in a healthful spot amid enjoyable surroundings there will be but little demand in this respect.

The beautification of old grounds, too, is a subject which should receive more attention than it does. In some states prizes are being offered to schools showing the most improvement in their grounds and this plan has worked wonders in many instances. If members would occasionally suggest to teachers where a tree may be planted, some shrubbery set, or a flower bed placed, the suggestion as a rule would be carried out, and the children would gladly lend a hand to the watering and attention of the plants and flowers, provided the teacher evidences an interest in the work, which is taken for granted. Parents, too, will lend a hand to the grading of the grounds, some bringing a team for a day or so, with a right good will. Such efforts systematically expended, will be productive of the most pleasing results.

The building itself next demands our attention, for it should be in complete harmony with its surroundings. In a few of our states the plans for a new building must first be submitted to the State Department of Public Instruction for approval. This insures a modern and hygienic structure in each case and the plan is worthy of the attention of others. Care should be exercised in the erection, remodeling or repairing of a school building to secure good light, a healthy location, and such conditions as will render the building warm, bright, cheerful and homelike. Provide a good basement, as it serves for a playground when the weather out-of-doors is unfavorable, and also prevents dampness in the schoolrooms above.

In the erection of out-buildings consideration should be entertained for the morals and modesty of the children, by providing proper screens to the entrance, as well as healthful and sanitary conditions.

Perhaps the proper care of the school properties is one of the most important duties, as well as one of the most neglected, that comes under the supervision of school officials, and the execution of one's duty in this capacity is worthy of the highest commendation.

### The School Interior.

The amount of space provided for the accommodation of the pupils, the heating, ventilation, seating and lighting are subjects of vital interest to those interested in the fitting up of the interior of a school. Members of Boards of Education should have a fair knowledge of the needs in this respect.

The size of the average schoolroom should be about 25 feet wide, 30 feet long and 13 feet high; such a room would accommodate about 50 pupils comfortably. The larger the room the better will be the ventilation and the opportunities for good government. The walls should be thick, both on account of warmth and for deadening sound.

In the arrangement of the seating care must be exercised in having the size and height of the seats and desks suit the pupils of different ages and sizes. This renders them comfortable while at work and will prevent many little deformities that occur from improper positions in school. When the pupil is seated in the properly arranged desk the foot will be pressed firmly against the floor and the lower leg vertical; the desk will then be opposite the center of the breast and thus allow the forearms to rest evenly upon its edge. The light should fall over the left shoulder, but mainly from the left, in order that the shadow of the hand may not fall upon the work under execution, and thus injure the eyesight.

(Concluded on page 12.)



# THE IDEAL COUNTY SUPERINTENDENT.



"Webster's definition of Ideal is, "a mental conception regarded as a standard of perfection."

Holding strictly to this definition of the term undoubtedly we could find no ideal county superintendent within the bounds of the state, and still in every county the person holding said office has an ideal which he aspires to reach.

Again an Ideal county superintendent is a progressive one, hence his ideal will continually be changing to keep in advance of him and his work in the county.

We believe that an ideal superintendent is one who feels and fully realizes the responsibilities of the office in the following three particulars, namely: certification of teachers, general supervision of the schools and inspirational work for said teachers. Probably the most difficult of the three, yet the one which may seem the most easily solved is the proposition first named—issuing certificates to proper persons.

In selecting teachers the question of scholarship is usually considered first and perhaps with greater importance than the other qualifications. True it is, that in order to teach school one must possess a thorough and definite knowledge of the subjects in which he is to teach, but must not be limited in knowledge only to those subjects for which he is licensed.

Other requisites commanding attention are "aptness to teach" and "ability to govern." These are qualifications which cannot be determined by an examination, they are gifts immeasurable and which cannot be estimated until developed by experience and brought into prominence. Again, one may possess the necessary scholarship together with the aptness to teach but fail in executive ability.

When making the selection from applicants who wish to be licensed as teachers, is an important time to have an ideal superintendent. He should be one who can judge human nature and who makes a study of different personalities.

When visiting schools the county superintendent should be able to take in the situation of the school room at the first glance, note the personal appearance of teacher and pupils, also the general appearance of the room, observe that cobweb lurking in the corner, the dust on desks or window sill, etc.

Besides these things above mentioned we believe he should be endowed with that seventh sense, or personal thermometer, by which he feels the condition of the atmosphere of the school room.

Have you never entered a school where concord was so foreign that you could scarcely keep from dodging to avoid the discordant, unseen missiles being hurled across the room?

Another qualification yet remains of which we have not spoken but we must give it consideration, for if the applicant possesses all of the above named requisites and yet lack "one thing"—a good moral character—the law forbids that person a certificate. This is indeed a wise provision for "as the teacher so is the school."

The responsibility for the selection of teachers may be said to rest wholly with the county superintendent, therefore when we consider the

large number of innocent lives intrusted to the care of teachers we say without hesitation, give us ideal superintendents.

"Education is a power, hence it is a blessing or a curse according to how we use it." If the character formed in youth be noble and true, the man will be a blessing to those with whom he associates and a champion of true citizenship for his country.

After the selection of teachers, follows another important and difficult task, the results of which largely depend on those who have been chosen to fill the position, namely, the general supervision, graduation and classification of the schools. This the county superintendent cannot do personally nor in detail but may give general directions and trust to the common sense of his teachers to make application to the special needs of the different schools.

He cannot visit each school more often than once per term, therefore the classification of pupils, grading the school and outlining the work in accord with the state course of study is left wholly to the teacher. But there is one great hindrance to this work being successfully carried out and that is the frequent change of teachers.

When teachers are changed every term it is impossible to grade the school or follow any course of study. In this the superintendent can only advise or recommend, and too often his suggestions appear only on paper, or his words are flung to the wind.

We believe the ideal superintendent to be, to a certain extent, a hypnotist, dictator, or an acknowledged leader; such that when he suggested some measure to benefit the schools, it would be adopted without question—will it ever come?

Were this plan of hiring teachers adopted generally there is no doubt but it would give better results than under the present one of hiring for the term only.

But in order to successfully supervise the work in the schools the superintendent must provide some inspirational work for his teachers. He may have those who will grade and classify the schools carefully, and work with effect, intelligence and satisfaction. He may approve their work and they have perfect confidence in his ability, yet he has not done his full duty until provision has been made for some work to inspire and help them, thus enabling him to build up the schools in his county and keep abreast with the progress of the world.

There are several ways by which this may be done, but probably that commanding attention first is the annual Normal Institute. For this work extra effort should be made to secure men and women who are recognized for their special fitness and ability. They must be persons whose presence and instruction will be an inspiration to all who may sit under their tuition.

When the superintendent visits his schools he may, during his stay, take charge of one or two recitations and thus allow the teacher a few moments relief, while at the same time he is inspiring the pupils with new life and vigor for their work. A few words change the whole career of some boy or girl.

We cannot measure our influence in this world and often, if not always, a position of

this character gives a wider influence to the person holding the same. We ought therefore to do with our might what our hands find to do for we cannot tell when a word wisely spoken or a kindly deed will accomplish the greatest good.

"In the morning sow thy seed, and in the evening withhold not thy hand; for thou knowest not whether shall prosper, either this or that, or whether they both shall be alike good."

## RULES FOR RURAL SCHOOLS.

Gadsden, Ala. The County Board of Education adopted the following rules:

1. All children between the ages of 7 and 21 years in Etowah county are entitled to admission into the public schools in the various districts. No transfers will be allowed except for good reasons. Non-resident children shall not be admitted by any teacher unless on certificate of the county superintendent that \$1.50 per month has been paid for five months' tuition.
  2. Pupils must attend regularly and be obedient and orderly at all times. When disobedient, quarrelsome and negligent to such an extent as to injure the school, they may be suspended and the district trustees notified at once.
  3. Pupils must seek redress first through the teacher for any wrong, then, if not satisfied, can appeal to the district trustees.
  4. Pupils injuring school property must have it repaired or pay for the same.
  5. Pupils must render a reasonable excuse when tardy or absent.
  6. Pupils must have within one week after being notified sufficient books and material.
  7. The district trustees shall assess each patron incidental fees sufficient to buy wood or coal, brooms, buckets and crayon, the teacher being assessed twice as much as any one child.
  8. Teachers must fill the time specified in their contracts unless suspended by the county board. One may resign by giving thirty days' notice to the chairman of the county board. Failing to give this notice the county board recommends the state board to cancel the license of that teacher.
  9. Teachers shall obey the instructions of the superintendent and devote their time during school hours exclusively to school work, being in their places ten minutes before the time appointed for roll call and must not leave the premises during the noon hour, but remaining until the close of school.
  10. They shall use their best endeavors to become acquainted with all patrons of their schools and shall try hard to reduce the absences and tardies to a minimum.
  11. Teachers shall be held responsible for the neatness of their schoolrooms, furniture and pupils, enjoining upon them not only by precept, but by example, cleanliness of person and dress, and abstinence from the use of tobacco on the premises.
- Middleton, N. Y. The rules of the schools have been so amended as to require the teachers to be in their class rooms ten minutes before the beginning of class. The afternoon sessions in the ward schools have been fixed to begin at 1:15 and close at 3:30, in the high school to begin at 1:20 and close at 3:30.

# THE AMERICAN School Board Journal

DEVOTED TO

School Boards, School Officials and Teachers.

WM. GEO. BRUCE, Editor and Publisher.

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## SUPERINTENDENT'S MEETING.

The Department of Superintendence will meet at Milwaukee, Tuesday, Wednesday, and Thursday, February 28, March 1 and 2. The headquarters will be at the Plankinton House.

For information regarding hotel rates, etc., etc., address Wm. Geo. Bruce, Milwaukee, Wis.

## AUTOCRATIC CONTROL OF SCHOOLS.

President Eliot of Harvard is decidedly in favor of centralizing power in all matters relating to education. He wants a small school board in order that there shall be no wide scope for tricky manipulations, says the Chicago Chronicle, and in order that business may be carried on with greater promptness.

While airing his hobby a few days ago before a body of educators Dr. Eliot was interrupted by Superintendent Seaver of the Boston schools, who reminded him that it was quite as possible for small bodies to concoct mischief as larger ones—a bit of information that ought to be superfluous to a college president.

Dr. Eliot is not the only one who has faith in the goodness of the few and the probable corruption of the many. He does not believe in the safety there is in numbers or that the greater the number of rogues the sooner the liability of their falling out.

Dr. Eliot extols certain cities in the west, notably Chicago and St. Louis, where all matters relating to the appointment of teachers, the selection of text-books and the character of examinations are practically in the hands of a single person. There is, of course, the utmost confidence in the integrity and the judgment of the individual or his election would not have been secured in the first place, but a city of any size takes an enormous risk in placing so much responsibility on the conscience of any one person, however great or good.

Should there be any moral defection it might be years before the discovery could be made. Rotation in office has often led to revelations of a most startling nature where the utmost confidence had been placed—and misplaced.

It is not desirable that the position of school superintendent should be subject to frequent changes, but it is desirable that his power should not be of that type which makes it essential that his so-called advisers should find it to be good policy to learn first what his wishes are and then get into line.

There is quite as much danger from unity and harmony as there is from friction. Since every principal and every teacher is depen-

dent for his or her position upon the superintendent, which one of them would be so bold as to criticize the chief or suggest innovations until his favorite method was known? There must, of course, be harmony of action in a large school system, but it ought not necessarily to mean, what President Eliot would have it mean, the almost imperial power of one individual.

Some way ought to be devised by which this power and responsibility shall be shared by persons equally competent with the superintendent morally and intellectually. Until this is done the cry will constantly come of "pull," czarism, favoritism and narrowness of methods and policy.

## A CONCRETE CASE.

With the employment of married women teachers some embarrassing problems which the school board is called upon to solve, are apt to arise. Here is one:

Mrs. Fryer, a married woman and teacher in one of the schools of Brooklyn, N. Y., has been absent from her duties for the past few months owing to unavoidable illness. During the time of her absence, however, she has been seen daily rolling a baby carriage up and down the street containing her eighteen-months-old baby. The real cause of her absence, it developed upon inquiry, is that she soon expects another visit from the stork. Thereupon the board dropped her name from the payroll where it had remained up to this time.

The action on the part of the board caused her to file a protest stating that she intended to teach in a short time again, to continue teaching for many years more and therefore did not want her name dropped. It may be added that her husband provides adequately for her and the children.

We relate the facts in this case briefly, not because it contains news matter which comes within the scope of this journal, but because it presents one of a number of similar cases which have come to our attention. School boards have grappled with these cases quietly and have avoided all needless gossip and publicity. But they occur again and again in various aggravating forms and with no small degree of embarrassment to those who have the school interests in charge and must act judiciously and wisely.

Can you blame school boards for adopting rules barring married women teachers? And yet how can these school boards defend their actions without yielding to undesirable publicity. We have never known of a school board which defended its action in adopting such a rule. Their silence speaks well for their good sense and tact.

## SCHOOL ELECTIONS.

No advantage is to be gained by the election of school directors at the time of the holding of general elections, says an editor in the State of Washington. The disadvantages of such a plan can be readily seen. The claim that only in this way a representative vote can be secured is not well grounded. It may be ad-

mitted that a larger vote would be polled at such an election, but not a more desirable one. It is better that 100 public spirited voters should turn out at a special election and vote for the candidate who is best fitted for the office than that 10,000 should vote at a general election along purely party lines and for a man who had been named by a political convention less on account of his ability than for his availability.

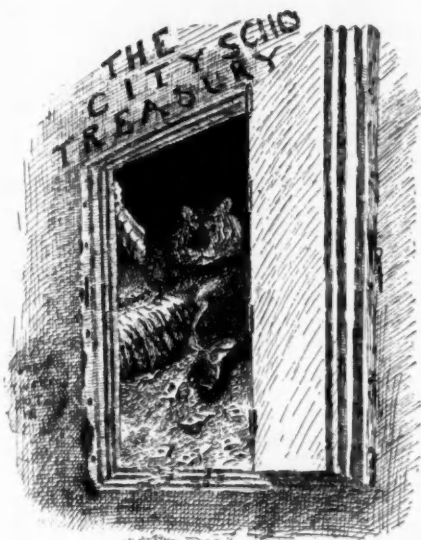
No surer method of dragging the schools into an unclean political mire need be advised than that of nominating the directors at a political convention and voting for them at a general election. Perhaps two-thirds of the electors voting at general elections care little for the administration of the public schools—that is shown by their failure to take part in a school election. A man's character or ability would not matter so much to them, if his partizan collar is of the right stripe.

## SCHOOL ARCHITECTURE.

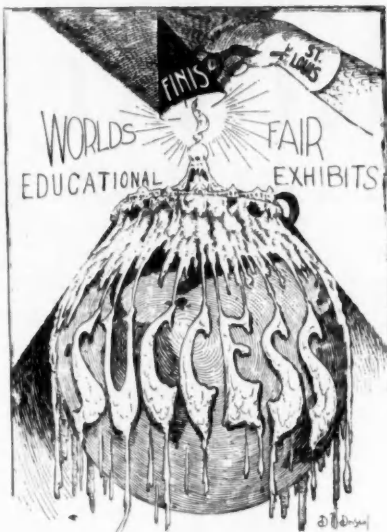
Unquestionably there has been a great advance in this country within a score of years in the construction of school buildings, says a Baltimore writer. Even in the rural districts the little red schoolhouse is giving place to structures of more pretentious design and of better adaptation to purposes for which they are to be used. The exhibit at St. Louis in the department devoted to the illustration of educational methods and appliances affords a very comprehensive knowledge of the progress that has been made in the direction of a better school architecture. A correspondent notes that the finest school buildings are being erected in the West, the cities of Duluth, Denver, Seattle, Tacoma and Colorado Springs being mentioned as having types of school buildings surpassing in many instances the school structures of Eastern cities. A great number of school buildings are exhibited in models, and there is, therefore, an opportunity to make very minute comparisons. The exhibits are from 33 states, and demonstrate that in all sections there is a great awakening in the matter of more beautiful school buildings and an advance in all school conveniences, appliances and comforts.

There is also an opportunity at St. Louis to draw comparisons with foreign countries in school buildings and other educational appliances. Naturally it would be assumed that the largest single school building is to be found in this country—perhaps in Chicago or New York. It is a little surprising to learn that the mammoth school structure of the world is in Stockholm, that it accommodates 20,000 children and is perfect in all its appointments. Besides a model gymnasium and playgrounds, this Swedish school has 100 bathrooms and 12 big swimming pools. In costly college buildings naturally this country is taking precedence, but it is noted that we have nothing so beautiful in college structures as Magdalen College, at Oxford, and as some of the single buildings to be found in the university towns of Germany, France and Italy. But the splendid college structures in any Euro-





The lair of the Tiger in Greater New York.



The Educational Exhibits were brilliant to the close of the World's Fair.



The Boston Public School Association cries, "Halt!"

pean country are few in comparison with the many notable buildings belonging to the leading collegiate institutions of this country. This is an educational era, however, and in all the civilized world there appears to be a great awakening on the important subject of education, general and special.

N. E. A. 1905.

The dates for the meeting of the National Educational Association which meets at Asbury Park, have been fixed for July 3 to July 7 next. The programme for the convention will be arranged at a meeting in Chicago, Dec. 30 and 31, between William H. Maxwell, superintendent of schools in New York City, who is president of the association, and the eighteen department presidents.

The Ohio Convention of School Boards will be held at Columbus, March 16th and 17th. The officers are President, Hon. O. J. Needham, Dayton, and Secretary Jas. A. Williams, Columbus.

Spare the rod and spoil a law suit; save the teacher from vicious prosecution.

Give the superintendent that full control of the teaching force and of methods of instruction that he should have, and then hold him responsible. If the results are satisfactory to the patrons, well and good; if not, get

a new superintendent, who is better able to fulfil these complex duties. But where a board allows a constant stream of complaints from parents unwisely partial, from teachers endeavoring to shield their own inefficiency, and others of the kind, they invite a state of anarchy in the schools, because all this undermines the rightful authority of the superintendent.

Wilkesbarre, Pa. The teachers of Luzerne county pledged themselves to the following:

"Resolved, That we condemn graft in every form and pledge ourselves to resist and to make public demands for money or any other valuable consideration made upon us because of our employment as school teachers, whether these demands be made for political purposes or private gain."

It was stated that some agents of school supply houses, when teachers refuse to approve unsuitable books or supplies, endeavor to undermine their positions, and the teachers pledged themselves to have no dealings with any person against whom such charges can be sustained.

## PROGRESS IN MINNESOTA.

J. W. Olson, state superintendent of schools, thinks that the proposed educational bill drawn up by the legislative committee of the Minnesota Educational association will be very beneficial to the cause of public instruction.

"The feature of the law creating the county boards of education and giving them the right

to condemn school houses and to approve plans for the new ones is something that has been needed for some time.

"There is no law which makes it the duty of any county officials to step in and say that a school is unfit for the children of this state to occupy. The state board of control is given the power to condemn prisons and other buildings of the state under its supervision. It is more necessary that the buildings that house the very flower of the state's population should be condemned or ordered repaired when they become inhabitable.

"All plans for school houses should be supervised by boards competent to judge how a schoolhouse should be built. The country architect often does not know how the school house should be built. He does not as a rule keep up on the latest methods of placing the blackboards and other equipment of the schoolhouse. If there is a competent board to overlook the plans, aided by the county superintendent, the standard of the school buildings in the common school districts will be improved greatly.

"In respect to raising the salaries of the county superintendents I think that an excellent move. At present they are the lowest paid county officials who have daily duties to perform. The superintendents should at least get a sum sufficient to pay traveling expenses and permit them to live properly."



Several Educational Exhibitors agree with Senator Carter that the award of prizes was not altogether fair.



A school of finance such as might be conducted by Mrs. Chadwick.

# School Architecture

## RURAL SCHOOL BUILDINGS AND SURROUNDINGS.

BY ERIC ERICSON, SUPERINTENDENT OF SCHOOLS,  
RENVILLE COUNTY, MINNESOTA.

Educational literature and educational meetings abound with productions and discussions on rural school buildings and surroundings. It is not new to many of you to be told that rural school houses have been compared with barns and buildings for stock, with jails and with prisons. For convenient arrangement and sanitary conditions the comparison is not in favor of all of our school buildings.

How to get these removed is the perplexing question. How can we pour a little light and life into the dormant people of some communities? How can we arouse them from their lethargy and comatose condition? I should heartily join in a flank movement to remove buildings that are eyesores to the sincere friends of progress and education.

But the most I can do is to infuse new courage, new hope, new plans, to reach the desired ends gradually in the future. We have broken the ice, and by persistent effort shall have a better class of school buildings built with special reference to hygienic conditions and pleasant surroundings.

### The Old and the New.

There is much disposition among older people to believe that inasmuch as they got along with primitive conditions, rude and rough school buildings, and a rudimentary education, their children can make their way in the world under these same conditions.

Now it is true that they undoubtedly were supplied with a whole lot of fresh air during the few months they attended school. But because they got enough of it to sustain life through crevices in the wall, broken window-panes, openings in

the ceiling, an open space of half an inch or an inch around the door, and frequently through openings in the floor, that is no reason that we should not have an abundant supply systematically brought in, and properly warmed before it is diffused through the room. Because they could see well enough to study their lessons and to plan a little mischief, that is no reason that God's sunshine and light should not be admitted to the schoolroom now in conformity with hygienic laws and comfort to the organs of vision, and I am sure that light admitted this way will serve every purpose in disclosing tendencies to loiter and waste time.

A regular supply of the free air of heaven invigorates the body and the soul, and it is so cheap that we ought to have all we want of it. Because they sat on seats that were flat and had straight backs, seats of one size for the little and the big, that is no reason that we should not have seats adapted to the length and the form of the anatomy and take comfort in a position which enables us to concentrate our thoughts on our lessons instead of concentrating them on the uncomfortable seat which we occupy. Because they saw nothing but gloomy, dingy and bare walls on four sides, that is no reason that we should not have walls of a pleasing tint nicely decorated with appropriate mot-

toes and inspiring pictures. There is progress in everything else in the world; why, let me ask, should there not be some of it in educational surroundings, environment and conditions.

### Duty of Teachers.

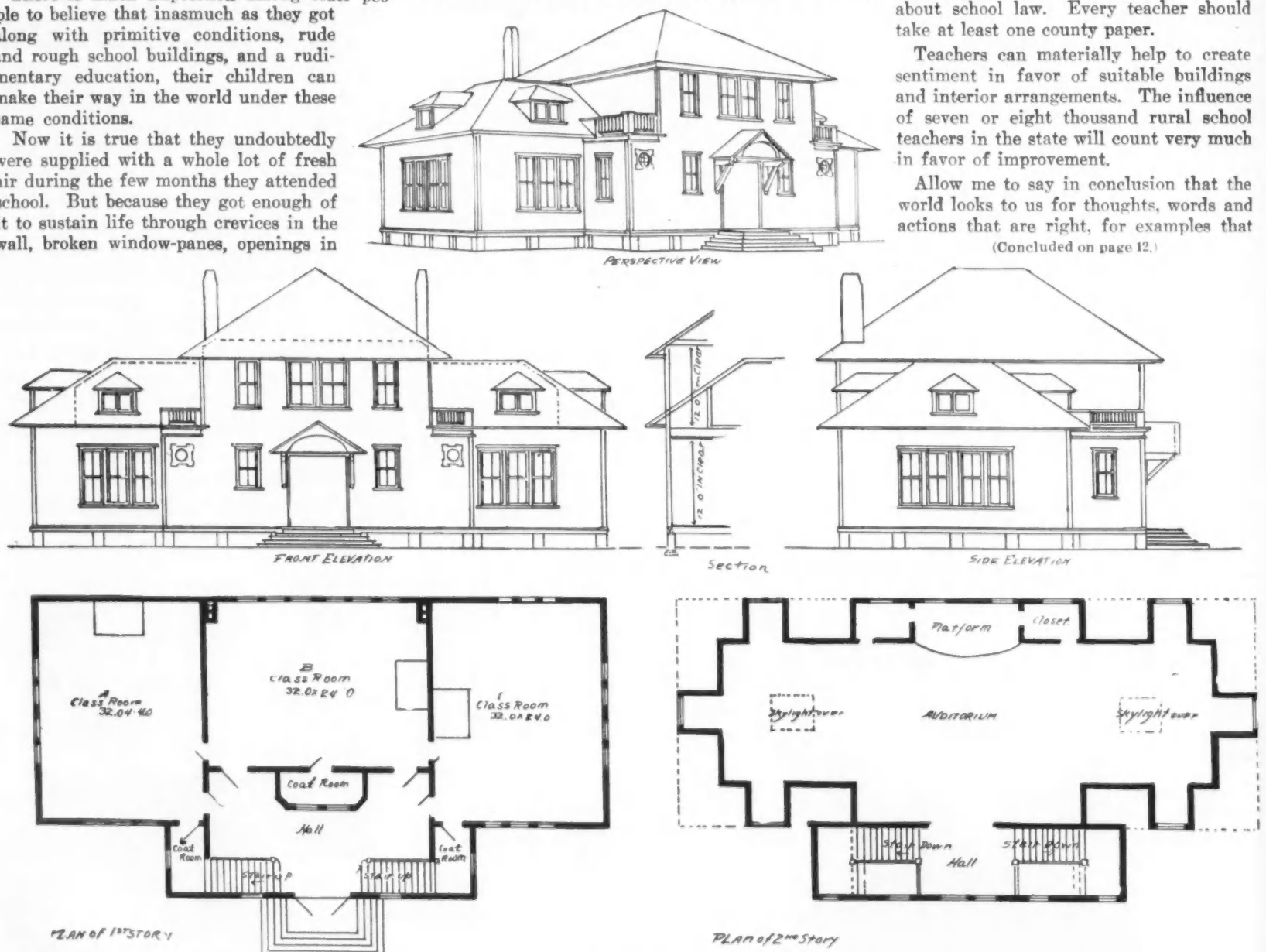
What can the teacher do to induce a sleepy district to put some of their money into improvements needed to make a good school? Influence in that direction will depend in a great measure on how well the teacher stands with the board and in the community. They note whether you are efficient and faithful in your duties. They will soon take your measure, perhaps at long range, but they form an opinion of you that is favorable or unfavorable as they think you deserve. They have a habit of handing out a verdict, either in your favor, or one that is not as favorable as you would like it. When a faithful pleading teacher appears before the School Board, convinces them, if they are not already convinced, that she labors faithfully for them, that she has the best interests of their children and the school at heart, they will in nine cases out of ten feel cheap and ashamed to refuse anything that is reasonable. If they are well pleased with your work, they will be in good humor and will get supplies and make changes for you.

The burden of the song in many districts is, of course, the taxes. For this reason I believe that every teacher should be posted on the civil government of the district and the township. Teachers should know the rate of taxation for the various purposes, and should know more about school law. Every teacher should take at least one county paper.

Teachers can materially help to create sentiment in favor of suitable buildings and interior arrangements. The influence of seven or eight thousand rural school teachers in the state will count very much in favor of improvement.

Allow me to say in conclusion that the world looks to us for thoughts, words and actions that are right, for examples that

(Concluded on page 12.)



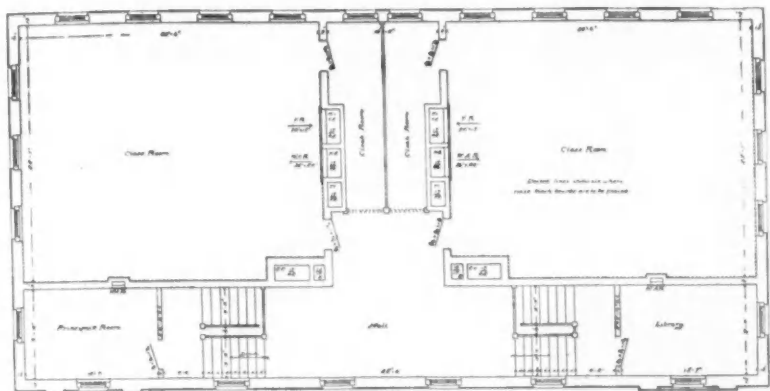
DESIGN NO. 4. Alabama Schoolhouse Plans. A three-room school with auditorium. Estimated cost \$1826.00. (See description above.)

Designs No. 1, 2 and 3 appeared in recent issues of School Board Journal.

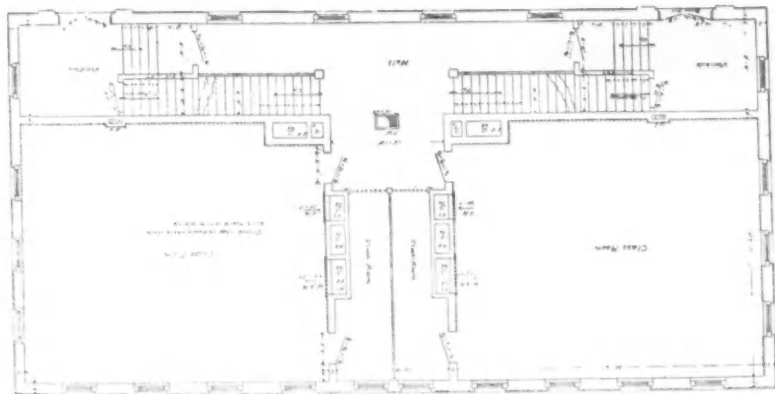




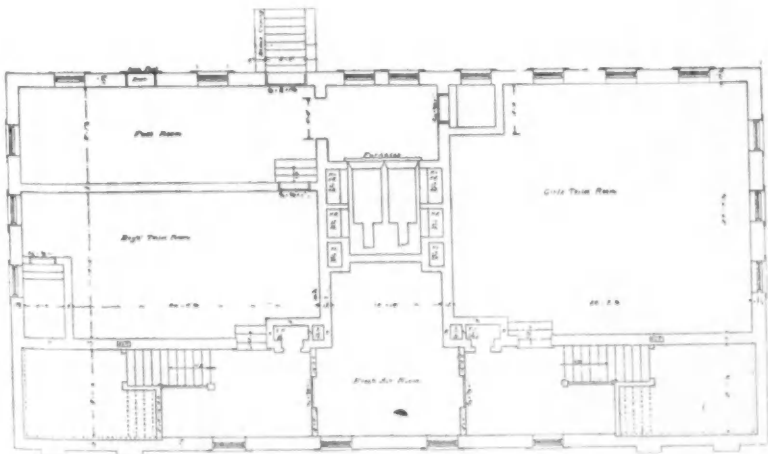
NEW COUNTY HIGH SCHOOL, GUTHRIE, OKLA.



SECOND FLOOR PLAN.



FIRST FLOOR PLAN.

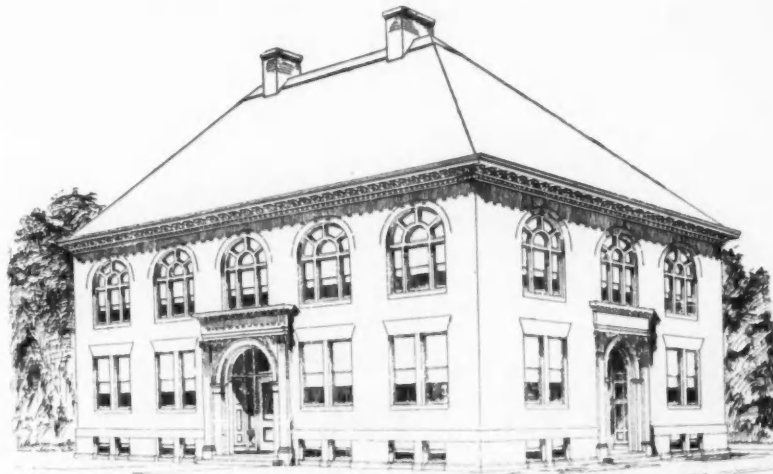


BASEMENT PLAN.

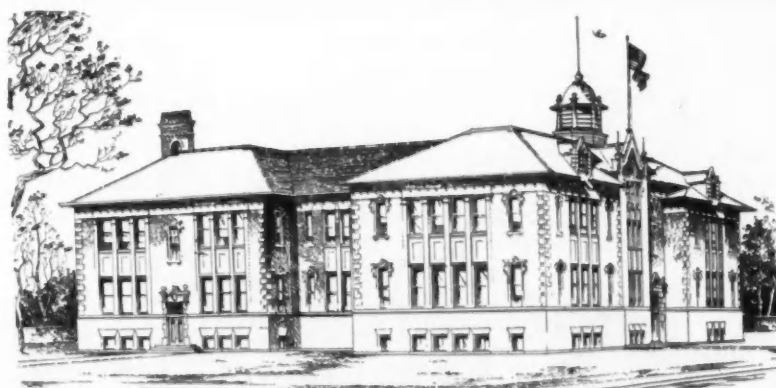
FLOOR PLANS, NEW PUBLIC SCHOOL, GRAHAM, MO.  
A. A. Searcy, Architect, Maryville, Mo.



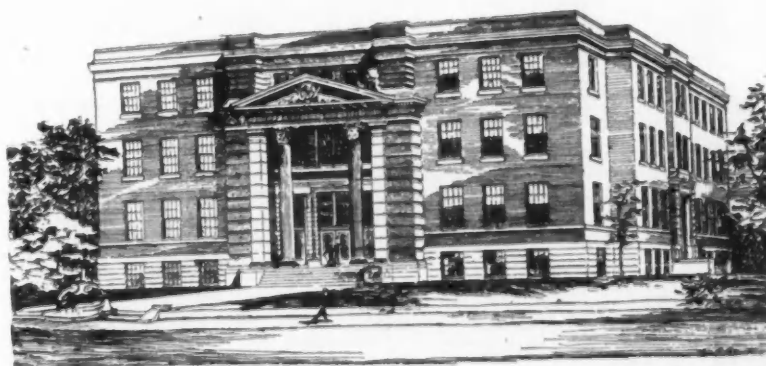
NEW HIGH SCHOOL, RIVER RANGE, MICH.  
Edw. C. Van Leyen, Architect, Detroit, Mich.



NEW ST. STANISLAUS PAROCHIAL SCHOOL, ST. PAUL, MINN.  
E. J. Donahue, Architect, St. Paul, Minn.



NEW HIGH SCHOOL, DOWAGIAC, MICH.  
Edw. C. Van Leyen, Architect, Detroit, Mich.



PROPOSED HIGH SCHOOL, LITTLE ROCK, ARK.  
Frank W. Gibb, Architect.

## RURAL SCHOOL BUILDINGS.

(Concluded from page 10.)

are worthy of emulation. There is abundant opportunity for all the talent, thought, skill, ingenuity and good judgment that we possess. Expansion should be our watchword. Let us note carefully whether we are up to the standard that we ought to be, whether we are capable of responding acceptably to the demands made upon us, whether we are doing what may be reasonably expected of us in this great field of possibilities and results.

## SCHOOL INTERIOR.

(Concluded from page 6.)

While inspecting eighteen rural schools last spring the writer noticed that out of that number seven were without any shades at all at the windows, while two had only attempts at shades. This was a pretty good percentage of schools to be furnished with improper lighting, to say nothing of other discrepancies. The value of

the shade lies in its usefulness for adjusting the light of a schoolroom. Should there be windows on the right of the schoolroom the blinds should be kept closed on a bright day in order that all the light may be received from the left.

Shades should be of some grade or shade of green and if possible there should be upper and lower shades so that light may be admitted from either top or bottom as desired.

The walls of the schoolroom should, if possible, have some suggestion of color, very light in effect, such as a soft gray, green or blue. Paint without the usual gloss is preferable, as it allows washing and cleaning. These matters of shades, walls, etc., are not to be considered as applying to new buildings only, but to any and every building, and if *your building* may be remedied in any of these respects it can be done *this year* at a very slight increase in the incidental expenses. Bright paint, bright shades, no shades, improper or insufficient light are all injurious to the eyesight of the children,

and a few dollars to remedy any of these defects would be happily expended.

In the selection of a blackboard, slate is the most economical in the long run, and productive of the best results. Every available lower part of the room should be supplied with blackboards ranging from two feet above the floor for primary pupils to three feet for grammar and high school grades. Each blackboard should be supplied with a trough for dust and erasers, which may be from two and a half to three inches wide. The boards should be frequently washed, the erasers dusted and the troughs cleansed to prevent the board from having a muddy look, and also to prevent the accumulation of dust.

Other points for consideration are the fitting up of a small room in each school to be used for a library and care in the selection of the books with which its shelves are filled; the provision of suitable cloak rooms for both boys and girls; and the beautification of the schoolroom in general as regards pictures, statuary, furniture, flowers, etc. The latter duty will, of course, be subject to the ingenuity of the teacher in charge to a great extent, but any interest evidenced by the school officials, can as a rule only be productive of the best results.

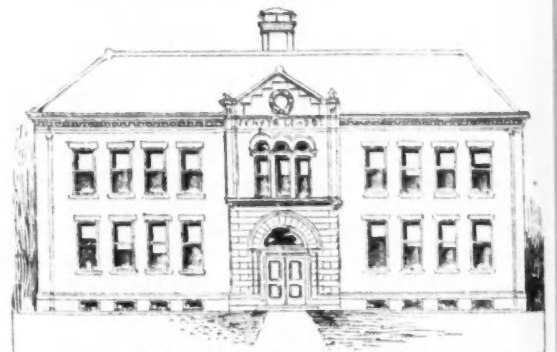
## WOULD IMPROVE STANDARD.

"All plans for schoolhouses should be supervised by boards competent to judge how a schoolhouse should be built. The country architect often does not know how the schoolhouses should be built. He does not as a rule keep up on the latest methods of placing the blackboards and other equipment of the schoolhouse. If there is a competent board to overlook the plans aided by the county superintendent, the standard of the school buildings in the common school districts will be improved greatly."

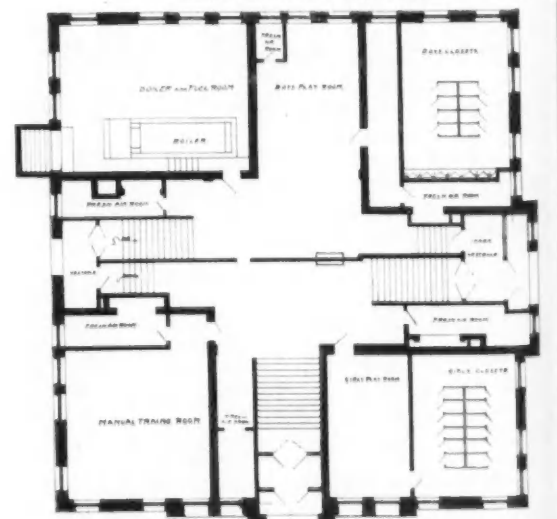
## ALABAMA SCHOOLHOUSE DESIGN NO. 4.

This the fourth and last plan of the Alabama Schoolhouse Series, provides for an auditorium for school exercises or public meetings on the second floor with three classrooms on the first floor.

The estimated cost is \$1,826.



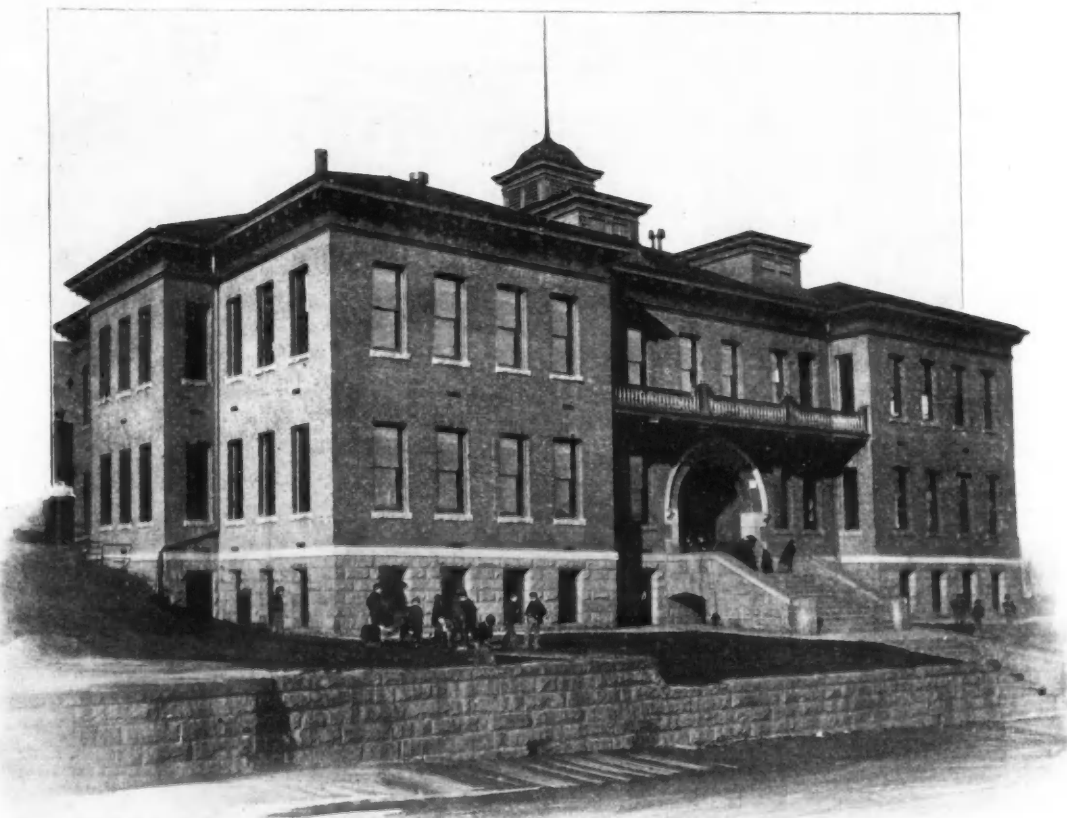
ADDITION TO THE CENTRE SCHOOL,  
EAST HARTFORD, CONN.



BASEMENT PLAN FOR EIGHT-ROOM SCHOOL,  
PEORIA, ILL.  
Albert Kiefer, Architect.



NEW CARNEGIE LIBRARY, UNIVERSITY OF OKLAHOMA.



THE GRANT SCHOOL, BUTTE, MONTANA.  
R. G. Young, Superintendent.





(Copyright.)

# School Administration

By WILLIAM GEORGE BRUCE.

(Continued from December number.)

visiting director is familiarized with the sanitary and utilitarian conditions of the building and can more readily appreciate needed repairs and improvements. His visits may also prove valuable in that his presence may become an encouragement and stimulus to both teachers and pupils. While he may not be in a position to add to the theoretical labors of the school his observations from the practical side may be of service. In North Dakota and other states the school law requires that each member of a school board shall visit the schools under their control at least twice a year, and the board shall provide that each of such schools shall be visited by a committee of three or more of their members at least during each term.

In many other localities, in the absence of specific laws on the subject, members of the school board are supposed to devote themselves to the general interests of the schools, and visit the same as often as practicable. They must attend all public exercises of the schools and do all in their power to acquaint themselves with the conduct and discipline of the schools, and to promote their efficiency.

**Women.**—On this subject Dr. Winship says: "Women as a rule are more constant in attendance, more likely to interest themselves on the professional side, less given to petty schemes, and it is easier to obtain first-class women than men. Only the first-class woman can be elected, while a fourth-class man may be."

On the other hand it can hardly be said that women have been more, or even quite as successful as men. Their entrance into school administrative bodies has been due to certain waves in social circles, effected with great energy and enthusiasm only to be followed in a year with an utter indifference and collapse. In deliberation and debate they have not exhibited the same calm safety, equipoise and judgment displayed by the average man. They have been inclined to be irritable in dealing with administrative matters, meddlesome in dealing with the teachers and impolitic in dealing with the public. Women teachers, as a rule, object to women school officials. Women as school officials excel, however, in looking after the cleanliness and sanitation of the schools.

**SESSIONS.** The school year as recognized in the cities consists of ten months, of 20 days each; 5 hours each day. This makes 200 school days or 1,000 hours for the year.

The five hours spent at school cover usually from 9:00 to 11:45 A. M. and from 1:00 to 3:45 P. M. making a 15 minute allowance each half day for recess.

Medical authorities usually recommend a long noon period, holding that mental rest, a warm meal and the open air walk to and from the school are absolutely necessary to the pupil's physical welfare.

**SLANG.** There are but few boards that have adopted regulations forbidding the use of slang. Teachers who are fully imbued with the true mission of their calling always promote the use of correct English and discourage the use of slang among the pupils.

**STORM SIGNALS.** In a number of school districts whenever it is deemed wise to close the schools for the day on account of very inclement weather, storm signals are sounded to

give pupils and parents notice that school work is suspended for the day or half day, as the case may be. A town bell is used for this purpose although in certain towns the use of steam whistles of factories located in the vicinity of the schools is provided for. The storm signals are given at 7:45 o'clock and at 11 o'clock in the morning.

**SUBSCRIPTIONS.** Boards usually forbid all collections, subscriptions or contributions from the pupils in the schools. Nor are employees of the board allowed to receive any presents obtained by subscription of the pupils.

**SWEEPING.** Schoolroom dust is a clearing house for germs and its thorough removal one of the most important features of school hygiene. Extensive experiments have shown that kerosene or coal-oil applied to the fibre or bristles of a floor brush is most efficient for this purpose. Brushes are now made with a reservoir for automatically moistening the fibre, which wipe up the dust, with the rapidity of ordinary sweeping, without causing it to circulate through the room. Scientific tests made by the Milwaukee Health Department have demonstrated that this method reduces dust 97 per cent. as compared to ordinary dry brush sweeping. It is in extensive use throughout the United States and its superiority over old methods thoroughly established. The reservoir brush is a patented article made by the Milwaukee Dustless Brush Company, of Milwaukee, Wis.

**TELEPHONES.** The use of the telephone in all school buildings must be restricted to the members of the board and the employees, who shall authorize its use to others only in case of necessity. During school hours, any message intended for any employee of the board, should be communicated through the superintendent or the principal of the building to which the message is sent. All communications to pupils must be sent through the principal of the building, and no child should be excused on a telephone message, except in cases of real necessity. No teacher should be allowed to use the telephone during school hours, except in cases of real necessity.

**TEXT-BOOKS.** *Their Purpose.*—An eminent educator sums up the purpose of text-books as follows:

"(1) to aid the teacher, by affording to the pupils independent sources of information and instruments of study; (2) to aid the pupil in acquiring habits of self-reliance in study; and (3) to enable the pupil to learn how to use books as a means of self-culture. A good text-book should be clear in language and style; should be divided into topics well arranged, and should be adapted to the pupil.

"In a schoolroom text-books are used (1) to give information; (2) to secure systematic work; (3) to employ the time and energies of the pupils; (4) to aid the teacher.

"The poorest book is better than none at all, since it furnishes something like a definite guide for both pupil and teacher. It outlines, at least, a definite course of procedure. Text-books are the teacher's tools in trade. Like other tools, they are undergoing constant improvement. Compare the readers, arithmetics, geographies, etc., of to-day with those of fifty, yes, even ten years ago and note the improvements."

**Adoptions.**—Text-books are generally adopted by school boards, frequently with and sometimes without the advice or approval of the professional factors. The judgment of the best minds is, that, while not every book which the superintendent or principal recommends need necessarily be adopted, no text-book should be adopted which cannot be recommended by them.

Text-books are usually adopted for a period, not to exceed, five years. In some states the adoptions are left to the several school districts while in others a State Text-Book Commission adopts a list of books to be used by all districts. In the latter case, however, the larger cities operating under charter, are exempt from the operation of the law. Again county uniformity prevails in some states.

**Free Text-Books.**—An authority recounts the chief arguments against free text-books:

1. That free text-books cause an injustice to those not patronizing the public schools by making them pay for what they do not use.
2. That they are unnecessary except for indigent pupils.
3. That it increases the cost of schools.
4. That it makes more work for the teacher.
5. That some people desire to preserve the books used in their school days.
6. That it will increase the danger of spreading contagious diseases.
7. That it smacks of paternalism.

**Arguments for Free Text-Books.**—

1. There are twenty-four states using free text-books, in some form, and no place using them has ever returned to the old plan.
2. The cost is greatly reduced.
3. All pupils are supplied with the books and necessary material the first morning of school.
4. The attendance is greatly increased.
5. By the experience of schools using free text-books, the books are shown to last longer and to be kept in better condition, and they are worn out at school and do not rust out at home on the shelf.
6. No pupil is hindered from buying his own books if he wishes to own them.
7. Fresh and modern books may be secured.
8. Better graduation and classification, since all pupils would have the same text.
9. It prolongs the school life of many pupils, for the increased price of high school books often hinder their attendance.
10. It banishes the obnoxious distinctions between those that can and those that cannot afford to buy their own books, which often arises under the law providing free text-books for indigent children.
11. Pupils transferred from one grade to another during the year would not be obliged to buy new books.
12. Contagious diseases are less apt to be carried into school, for the free texts would be disinfected and kept clean.

**Supplementary Reading.**—As implied by its name a supplementary book is intended to supplement the work of the regular text-book. Its value is now generally recognized in that it enhances the interest of the pupils in the lessons in hand.

(Continued in Next Number.)





### Readings in European History. (Volume I.)

By Mames Harvey Robinson, Professor of History in Columbia University. Designed to supplement his Introduction to the History of Western Europe. 12mo, cloth, 551 pages. List price, \$1.50; mailing price, \$1.65. Ginn & Company, Boston, New York, Chicago.

Robinson's History of Western Europe has attracted, both from teachers and the general public, more than the usual attention given to books of this class. In some quarters it has been criticised for some of its statements and expressions, but the author is able to quote ample authority for all that he says. The book covers ground that is full of interest. It is like digging up a field that is full of buried treasures. We study history by referring to authorities. But it is not possible in all schools to have at hand all the libraries desirable.

This companion volume to the "History of Western Europe" contains more than 500 pages of selections from the writers who lived from the beginning of the Mediaeval times to the Renaissance. We have here the sources of history at first hand, fresh from the pens of men who lived at the time of the events as they occurred, and who wrote of the events as they saw them. There are vivid narratives and descriptions; battle scenes in the Crusades; arguments on the theological doctrines; sharp controversies; intelligent movements for the betterment of conditions.

We can here see that human nature is about the same in all ages. The following is from an account of a visit to the chapter of St. Firmin in May, 1256, by one who was appointed to report on conditions as he found them: "Firmin, the vicar of the prior, forms the prebends of the said canons; Morell, the choir clerk, is a rough fellow; Bartholomew, the vicar of the cantor, sometimes gets drunk and then does not get up to matins. Roger, one of the canons, occasionally frequents taverns; John, the vicar of the dean, is a tipsy fellow. \* \* \* We admonished all these to avoid their offenses else we should come down upon them with a heavy hand. \* \* \* We found that others talked in the choir, inviolation of the rule. Clerks wandered about the church and chatted with women while the service was going on. \* \* \* They chanted the Psalms too fast without making the pauses. \* \* \* Among the nuns the rule of silence was not properly observed; we commanded that it should be. \* \* \* We enjoined that they should not keep dogs, birds or squirrels, and should send away those that they had."

We get glimpses of conditions among all classes, and we find examples of intelligent men and women devoting all their lives and energies to the welfare of their fellow-men. We are glad to notice that a second volume is in preparation, covering the time to the beginning of modern history.

### The Arabian Nights Entertainment.

Edited with notes and an introduction by Clifton Johnson. 258 pages, 16mo, cloth.

### Gulliver's Travels.

Into several remote nations. By Jonathan Swift. Edited with notes and an introduction by Clifton Johnson. 258 pages.

### Old English Ballads.

And Folk Songs. Selected and edited by William Dallam Armes, Assistant Professor of

English Literature, University of California. 222 pages.

### Hawthorne's Grandfather's Chair.

Edited with notes and biographical sketch by Homer H. Kingsley, Superintendent of Schools, Evanston, Ill. 336 pages, 16mo, cloth. Price, 25 cents each. The Macmillan Company, New York, Boston, Chicago. Sold by Geo. Brumder Book Department, Milwaukee, Wis.

These additions to the splendid series of little classics are each supplied with instructive introductions and helpful notes. The typographical make-up, including binding, is tasteful and neat, and the publishers have evidently spared to no effort to give as much in this direction as the nominal price fixed will warrant.

### Special Method in Elementary Science.

For the Common School. By Charles A. McMurry, Ph.D. 275 pages. Price, 75 cents. The Macmillan Company, New York, Boston, Chicago. Sold by Geo. Brumder Book Department, Milwaukee.

As the teachers in our elementary schools are called upon to give their pupils easier lessons in science they will welcome this little volume which comes as a help in the arrangement of the matter and its presentation in an interesting way. The author believes that for young minds observation and interest should precede theory and rule. The children are first to be taught to love nature, to observe nature in the books which nature has written, and only when their interest has been aroused to give them the simplest principles underlying the workings of nature.

### Caesar.

Revised edition. Books I-IV. Edited by James B. Greenough, late Professor of Latin, Harvard University; Benj. L. D'Ooge, Professor of Latin and Greek in the Michigan Normal College, Ypsilanti; and M. Grant Daniell, formerly Principal of Chancy-Hall School, Boston. 12mo, cloth. lix+268+162 pages. Illustrated. List price, \$1.00; mailing price, \$1.10. Ginn & Company, Boston, New York, Chicago.

If our young students do not master the Latin language it is certainly not because the necessary aids have been denied them. Our text-books are at present about as perfect as the bookmaker's art can make them. This new Caesar is no exception to the rule. It is attractive, strongly bound and well printed. It has copious and helpful notes, illustrations of real historical value, and a complete index. The author and publishers have done all but learn the lesson for the student, and have rendered this task light by placing in his hands this edition.

### The Sonnets of Shakespeare.

With introduction and notes by H. C. Beeching, Canon of Westminster and sometime Clark Lecturer in English literature at Trinity College, Cambridge. 12mo, cloth, lxvii+145 pages. List price, 60 cents; mailing price, 65 cents. Ginn & Company, Boston, New York, Chicago.

Although primarily a student's edition, the book is of sufficient general interest to insure for itself a wide circle of readers. The notes are clear and comprehensive but not so obtrusive as to mar the beauty of the sonnets.

### A History of Education.

By F. V. N. Painter. Revised, enlarged and largely rewritten. D. Appleton & Company, New York, 1904. \$1.50.

This standard work of Prof. Painter has long been used as a text-book in many universities and normal schools. It contains in a brief form not only the biography of eminent educators and originators of educational systems, but also of the systems themselves and the influence they exerted. In revising the book we think that the professor should have corrected

his misstatements about the Jesuits. Summing up the results of his investigation of the Jesuit system of education he writes: "Love of country, fidelity to friends, nobleness of character, enthusiasm for beautiful ideals, were insidiously suppressed." There is nothing in history or in the Constitutions of the Jesuits which would warrant such a statement. In fact the writer's opinions in regard to the Jesuits are utterly worthless.

### Elements of the Differential and Integral Calculus.

By William Anthony Granville, Instructor in Mathematics in the Sheffield Scientific School, Yale University. 8vo, semi-flexible cloth. Illustrated. 463 pages. List price, \$2.50; mailing price, \$2.70. Ginn & Company, Boston, New York, Chicago.

The author, by clearness of statement, unusually full explanations, and a happy use of geometrical illustrations has given us a text easier, in the main, both to teach and to study, than those which have thus far been in use. Much, however, of the formula work in differentiating will appear formidable to students who are confused by very complex expressions, or who are accustomed to simpler forms. Oversight on the part of the proof-reader has allowed some errors to remain both in the text and in the examples.

### Avery's School Chemistry.

By Elroy M. Avery, Ph. D., LL. D. Half leather, 12mo, 423 pages. With illustrations. Price, \$1.20. American Book Company, New York, Cincinnati, Chicago.

In this book, the subject has been admirably accommodated to the wants of students in our secondary schools. The author follows a natural, easy and interesting order, goes as fully into detail as the capacity and wants of those for whom the work was written will warrant, and, by introducing, according to the scope of this treatise, everything of importance achieved by recent workers, gives us a text-book strictly up-to-date.

The expression is clear and concise, while the treatment is so systematized by the early introduction and judicious use of the Periodic Law, that the memory is greatly aided both in the acquisition and retention of a knowledge of the science. The student's interest, too, will be roused by the importance given to great economic problems, the solutions to which chemistry has supplied or is now working out.

Though a large number of those who are to use this book will be found unequal to the task of going through much quantitative work, the receiver's experience of the great gain in vigor and grasp of principle acquired by students who have done such work would incline him to include a number of such experiments. The arithmetical work found in the "Exercises," does, indeed, insist upon quantitative relations, but blackboard work cannot equal in results, work with things. Easy quantitative experiments can, however, be readily supplied by the instructors where the students are qualified for such work. The treatise can be unhesitatingly recommended.

J. P. Coony, S. J.

### The Frozen North.

An account of Arctic exploration for use in schools. By Edith Horton. Illustrated, 157 pages. Price, 40 cents. D. C. Heath & Company, Boston, New York, Chicago.

The subject with which this book deals is always interesting to the child mind as well as to the adult. While the latter may lean towards the later discoveries the general characteristic of the icy north are always fascinating.

The author by word and picture leads the pupil through the historical and descriptive north. The great expeditions are related, the people, their hazardous occupations, etc., are described.



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UNIQUE ADOPTION.

"Some years ago I stumbled into a Dakota town and soon after found myself in the office of the principal of the school, exploiting or trying to exploit my firm's books," said B. D. Berry, agent for Houghton, Mifflin & Co., recently.

"The principal began to look over a grammar which my house published and which I believe excels every other grammar in Christendom. He found a paragraph in the preface which apparently pleased him, and as for the balance of the book he did not seem to be able to find any faults.

"When a school man begins to examine a book it always behooves an agent to remain silent, unless it be to combat occasional criticism. I held my tongue long enough to see what the principal meant by his silent and meditative examination of my book.

"At last he got up, led me into the small stock room or junk shop library connected with the school, showed me a lot of old grammars and asked whether I would take them off his hands.

"I gave him our exchange rate whereupon he led me to every class room in which grammars were used.

"Here boys and girls," he commanded, 'get out every old grammar you have in this school and at your homes. Then run over to Jones' dry goods store on Main street and get me a big dry goods box, the biggest and strongest you can find. Do you hear me! I will ship every blessed grammar we have to Chicago to-night.'

"In less than an hour's time there was not a grammar to be found in the whole town. It took a whole week before my new grammars were received at the school and during the interim the town was absolutely grammarless.

"During the entire transaction with the principal I did not get a chance to say a half dozen words. The principal was evidently ripe for a change in grammars, in fact in all my exper-

ience in the book business I never met a man who was any riper."

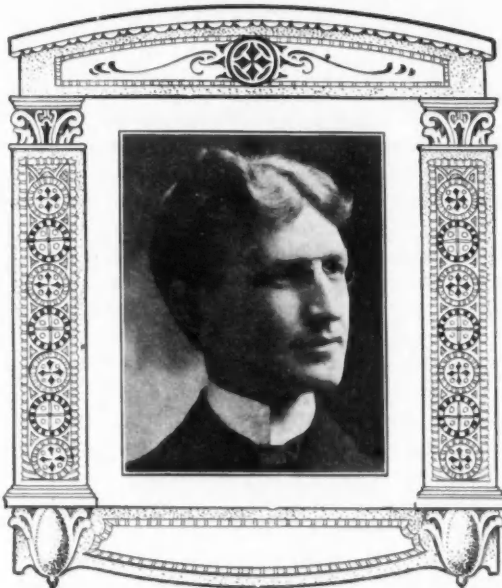
The Successful Bookman.

The following extract from a recent address by A. F. Sheldon contains much that is applicable to the life, effort and success of the publisher's representative:

There are two divisions in the business world, the manufacturing and the distributing ends. The salesmen of the world are the commercial institution from president to office boy, a composite salesman. Salesmanship is not an art, but a science. It is the power to persuade others to buy at a profit what you offer for sale. The organized knowledge of this constitutes a science.

There are four classes of salespeople in the world. They are the wholesaler, the retailer, the specialty salesman, and the promoter. There are four features entering every sale. They are the salesman, the customer, the article, and the culmination of the sale itself.

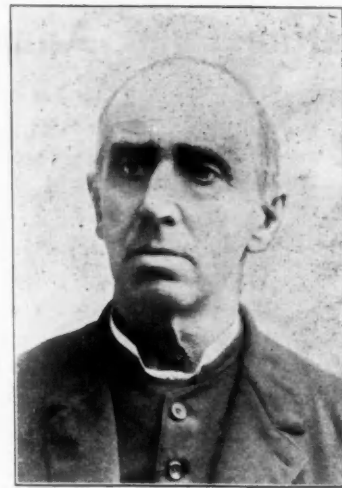
The man with the greatest intelligence is the best salesman. When we understand the science



MR. W. C. WARFIELD,  
Pennsylvania Representative for The Macmillan Company

of man building we do not have to confine ourselves to the physical, but we can extend our efforts to the mental man as well. Just as we cultivate a sterile piece of ground until it becomes fertile, so we can improve the mind through the comparing of ideas and development of reasoning powers. Increase of intelligence means an increase of the power of persuasion, which is salesmanship in the abstract form.

But by education I mean the development both of character and health. We must develop the mind in regard to intelligence, memory, imagination, and will. Memory is useful to assist a man in remembering faces and names, a most important power in a good salesman, while the imagination adds that coloring which fills the man with enthusiasm, or calls up the suggestion of ideas in making a sale, all of which is most important. By soul development the development of faith, ambition, friendliness, and reverence, and by the development of the body other attributes are added to give the man the strength and power necessary to gain his ends. All these tend to one end. They infuse the salesman with a persuasive ability. They increase that ability by increasing his own intellectuality and personality, and give him due respect of his profession, employer, and articles of trade. That respect is necessary, for if a salesman is not possessed of it he lacks power to convince his customer of his belief that his own goods are deserving of consideration.



THE LATE JONATHAN PIPER,  
Bookman and Institute Conductor.

Jonathan Piper Dead.

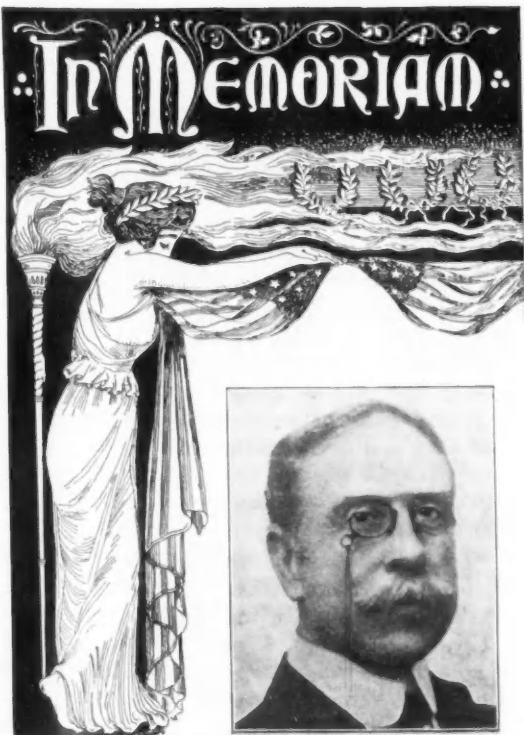
Prof. Jonathan W. Piper, who passed away at Honey Creek, Wis., last month, was one of the most widely known educational men in the northern and western states. His personality was so unique and his attainments were so universally acknowledged that no one who met him ever forgot him; and he met thousands of people from year to year. Society people often expressed delight at meeting Prof. Piper in clubs or at dinners, and remembered with merriment his witty sallies and his homely philosophy.

In 1862 he made a canvass for the Republican nomination for State Superintendent of Iowa. Two years before that time he had been in Missouri in the midst of the exciting presidential canvass. There, as a young man entitled to vote, he walked four miles to the polling place, only to find that no Republican ticket had been printed, for (as it was explained to him with a good deal of force), there were no Republicans around and no Republican tickets were going to be voted. "Then," said young Piper, "I'll write out a ticket for myself." This he did. Passing the men about the ballot box, he deposited his ticket, as he remarked briefly but impressively, "That's my ticket. I want it counted."

Piper had come from New Hampshire and from Maine. The former was his native state. In the latter was his Alma Mater, old Bowdoin College—the college which sent forth Longfellow, Hawthorne and Abbott in one class, President Franklin Pierce in another, and Chief Justice Melville W. Fuller in another. Piper was a schoolmaster of Fuller. Iowa proved a congenial state for the young educator. All through the 60's and 70's he represented educational publishing houses—sometimes several of these at once in different lines. He addressed gatherings of teachers in all the counties, and then his work spread out into different states. It was difficult to find a teacher of any prominence who was not acquainted with Prof. Piper. Cornell College conferred upon him the honorary degree of A.M.

The professor aged rapidly. At his death he was but seventy years old, but his age seemed greater by many years. The writer has more than once been asked if Jonathan W. Piper was really the "Prof. Piper" of Dickens's "Martin Chuzzlewit," who introduced the Hon. Elijah Pogram at the "levee" given in one of the Western towns, as described so ridiculously in this blistering satire. The time described was 1842—sixty-two years ago, when the real Prof. Piper was but a child. Yet it is not impossible that Mr. Dickens had in mind a real Piper, a

(Concluded on page 23.)



A. C. BARNES.

Vice President American Book Company, New York.  
Died November 28th, 1904.

## Questions and Answers.



Under this heading all ordinary questions on school administrative problems are answered. If an immediate reply by letter is requested a stamped, self-addressed envelope should be enclosed. If the case requires special investigation a reply should not be looked for in less than a week's time. Unless specially stipulated the answer will appear in this column.

### Questions.

J. D. S., Newark, O., asks:

1. What would be the cost of employing an expert on heating and ventilating?
2. Do you advise the hot water system for heating a school building? The radiators being placed in the halls and schoolrooms—there would be one exit for foul air but no inlet for the ingress of fresh air except the windows. Is this system up to date?
3. Please name one good authority on heating and ventilating.
4. What would be the best ventilating system for an eight-room building in Milwaukee?
5. What would be the cost of installing such a system?
6. Can a school building be properly heated and ventilated with the hot water system?
7. Will it not take about twice the amount of fuel to properly heat and ventilate with hot water?

### Answers.

1. Would strongly urge the Board to employ a regular schoolhouse architect and be particular to get one who has made schoolhouse building a study. It will cost a little more to employ such an expert, but the amount is more than saved in the building you get, the kind of work done and other advantages. There are a number of good architects in Ohio, but think that Frank L. Packard, of Columbus, has perhaps had the most experience with and made the greatest study of educational buildings.

2. Would not advise heating with hot water, for the following reasons: A school building should always have a system of ventilation, and if you use hot water heating for indirect work it is very expensive, on account of the water cooling so much more quickly, by coming in contact with cold air, than steam will do; a hot water heating system costs more to install in the first place, and in a school building would not be so serviceable as steam, on account of the more sluggish circulation; there would be great danger, or at least a liability of freeze-up in your heating system between the closing down of your heating plant on Friday afternoon and the starting of it on the following Monday, unless your Board would pay extra for the janitor to keep the building heated over Sunday, and then again the extra coal consumption must be figured.

You say there will be one exit for foul air, but no inlet, excepting the use of the windows. This is a dangerous, as well as an expensive, and at the same time an ineffective system of ventilation. Inasmuch as you ask if that method of heating and ventilation is up-to-date, we will frankly answer that it is absolutely obsolete.

3. Know of no one man who is better posted on school heating and ventilating than Mr. Neiler, of Pierce, Richardson & Neiler, Mechanical Engineers, Chicago, Ill. These gen-

tlemen have had a very large experience in the heating and ventilation of school buildings. Of course, there are others, but you ask for the mention of only one competent person.

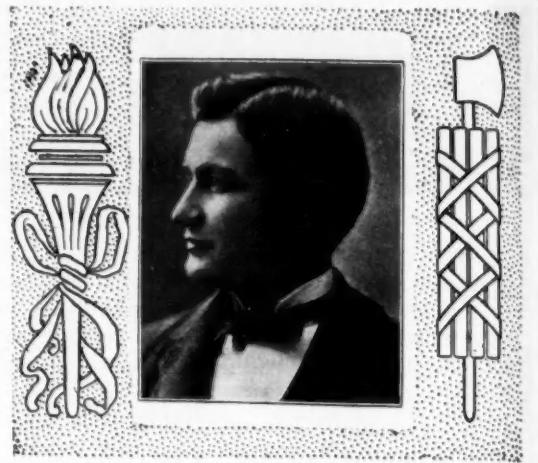
4. The best ventilating system for an eight-room school building in Milwaukee (and by this we presume that you mean heating and ventilating system), and which we would strongly recommend in your case, is the direct system of steam heating, with mechanical ventilation. This system distributes the heat in the schoolrooms along the window sides of the room, through steam coils, where the heat is needed most. If the room nearest the windows, is warmed properly the inside part of the room, i. e., near the inside walls, will always be properly warmed. The mechanical ventilation is accomplished by a system of steam coils, located in the basement, behind which a fan is placed, which fan forces a proper amount of fresh air through these steam heating coils, and thus sends it through ducts to each of the schoolrooms.

You do not ask in your letter about heat regulation, but in connection with this direct steam and mechanical ventilation plant we would strongly urge the use of the Johnson Thermostat System, which automatically controls the temperature of the rooms to any degree desired. By placing a thermostat in each room, the steam is allowed to come into the coil in such room until the temperature of the room is up to the degree desired. Then the thermostat automatically shuts off the steam from this coil, and keeps it shut off until the temperature again falls a degree, when the thermostat automatically opens the valve and let the steam again come into the coil or the radiator, as the case may be. We have seen school buildings, heated by this arrangement, where in milder weather, after the schoolrooms were once heated up to the proper degree of heat by the direct steam, the thermostat kept the heat shut off from the building the rest of the day. In this case the fan system, which is blowing fresh, heated air into the rooms, keeps the temperature of the rooms up to the proper degree—say 70. The air at the fan naturally is controlled by a thermostat also, so that this air is kept constantly at one temperature all the day. The above arrangement, while not much more expensive than a poorer heating layout, is the most modern and up-to-date system of heating and ventilation you could possibly put into your building, and is one which will prove gratifying to each member of your Board.

5. The cost of such an installation we cannot well give you, as, of course, there are many varying conditions entering into different school heating plants, and it would therefore be a difficult matter, even did we know the prices at which certain contracts were made, to strike a happy medium in your case, without knowing exactly what the heating plant would have to consist of in your school building. In this instance permit me to say that the cost of a good heating plant should cut very little figure, as a school building with a poor heating plant and no proper ventilation is not only a detriment to the children and the teachers, but a positive drawback to the community, and an evidence of a Board being derelict in its duty. In other words, a first-class heating and ventilating installation in a school building should be considered first, and then if necessary to cut down expenses, cheapen different parts of the building.

6. Yes, a school building can be properly heated and ventilated, having a hot water system, but it would prove very expensive, as explained above.

7. We are not experts on heating and ven-



HON. E. E. BARTHELL,  
Member-Elect, School Board, Nashville, Tenn.

tilation, although we have made a very careful study of the different conditions in both instances. We should not say that it will take twice as much fuel to heat a properly ventilated school building as one not ventilated. It, of course, will take considerably more fuel, but will add efficiency in your teaching corps and and these points should be the prime consideration in your schools. But we should say, frankly, that your Board cannot afford to have a building without ventilation, as the difference in the study and application of the teachers and scholars will be very noticeable and of a much lower standard in a non-ventilated or ill-ventilated building, as against one constantly furnished with the proper quota of fresh air for each child to breathe.

### TO HANDLE MEN.

To Do So Successfully One Must Acquire Self-Control.

A foreman in a great locomotive works tells how he acquired self-control after it had been lost through the coffee habit:

"I find myself obliged to write you about Postum Coffee," he premises. "I have been a great tea and coffee drinker for over 40 years, and can say that it made me almost a total wreck. I am a night foreman in the American Locomotive Co., and have to take my dinner with me; also a bottle of tea or coffee. In time it got to be so that there was not a night, for over a year, but that I would have a headache or heartburn or both. I went to the doctors almost every week to see if they could do something for me. They said it was the tobacco habit that did the mischief.

"So I gave up tobacco, but it did not help me any. I got so nervous that the men under me did not like to work for me as I could not use them as men ought to be used. I was nervous, irritable and would find fault all the time.

"Two months ago I took dinner with some friends who gave me what I supposed was a cup of coffee. They explained that it was Postum Coffee, and my friend's wife said that she had used it about six months and that during that time had no headache such as she was formerly subject to, and that she felt so well all the time. That evening I took a package of Postum home with me and began using it.

"The result proved that the doctors were wrong—it was not tobacco but tea and coffee that upset me so. During the two months that I have used Postum I have had neither headache or heartburn, my nervousness has left me and I have gained 14 pounds in weight.

"Use this if you want to, as I have got 24 families to drinking Postum instead of coffee. They saw what it had done for me." Name given by Postum Co., Battle Creek, Mich.



AMONG SUPERINTENDENTS.

Hon. Thomas J. Kirk, State Superintendent of Public Instruction, California, was recently charged with giving private information concerning the State Texas Book Commission to a representative of the American Book Company. Upon investigation Mr. Kirk was exonerated.

Minnesota. J. W. Olson has been reappointed State Superintendent of Public Instruction by the governor.

The Lewis and Clark Centennial Exposition to be held at Portland, Oregon, this year, will contain a part of the educational exhibits of Massachusetts, New York, Wisconsin, Idaho, Washington and California.

Cranford, N. J. Epileptics will hereafter be excluded from the schools.

Ogden City, Utah. The Remington Typewriters were recommended for high school use.

The "Ithaca" system means three hours work in the lower grades. It was adopted at Ithaca, N. Y., some four years ago. New York City now involuntarily adopts the system, owing to a lack of room.

The removal of the state department of public instruction from the domain of partisan politics will be the object of State Supt. J. W. Olsen of Minnesota, during the next two years of his incumbency, according to the synopsis of the principal recommendations to be made in his biennial report to the legislature.

Toledo, O. Supt. W. W. Chalmers is slated for dismissal notwithstanding the fact that his appointment extends for two more years. The probable action of the Board will, as far as the legal phase is concerned, be based upon the following: A Board of Education cannot lawfully employ a teacher for a term which would expire after the term of office of every member of the Board employing him had expired by law.—Ohio Supreme Court decision, *Canton vs. Walker*, rendered December 6, 1904.

The terms of office of all officers of the Toledo Board expire with the expiration of the term of office of the old Board.—New School Code.

Chicago. Graduates of any college in good standing who attend a year at the Chicago Normal School may now be eligible to positions in the Chicago high school system, according to a new rule recommended by the school management committee. The old rule did not require any attendance at the normal school, but required a college diploma and an experience of two years in some accredited high school. Under the new rule a college graduate after attending a year at the normal school may be eligible to take the examinations for teachers held by the Board of Education, and if successful after a four months' probation may receive a permanent position.

Greater New York. The free lecture course arranged by the Board of Education includes the following topics: Evolution of Mind, of Society and of Ethics; Songs by American Composers; The Truth About Snakes; Syria and Palestine; Abraham Lincoln; Texas; Finland and its People; Pennsylvania, Virginia and District of Columbia; Venice; The Lake Superior Copper Country; Homes, Habits and History of the French People; The Land of the Incas; Upper Manhattan; Turning Points of the Civil War; Operas by French and Italian Composers; Arizona, the Cradle and the Wonderland of the New World; The Rhine and Heidelberg; The Austrian Tyrol; Bird and Bird Life; China; The Meaning and Magnitude of the Louisiana Purchase Exposition; Chili and Argentine; French and English Cathedrals; Life in Zululand; Water; Henry VIII; What Vaccination Has Done for the World; Venezuela; Precious Stones; As You Like It; Niagara Falls; Fire Fighting at Home and Abroad; Transportation of the Injured; Bandaging and Hints of Great Value in the Care of the Sick; The Street Cleaning Department; Beyond the Mississippi; The Songs of Germany; Japan; The Mohammedan World; The Story of the Erie Canal; Irish Music—Part 1; Brittany, Normandy, and the Channel Islands; Berlin and Military Life in Germany; An Evening With the Songs of Moore; The Literature of the South; The Picturesque Rhine; Across the New England States; Korea; The Wonders of the Beehive; Forestry; Manners and Customs of the Hindus.

Fort Wayne, Ind. The women's clubs are urging representation on the school board. A similar movement is on foot at La Crosse, Wis.

Greater New York. Pres. Finley of the City College in a recent lecture said: "I question much whether the city boy is not really better off than the country boy. The moral atmosphere even in such a city as this, is much superior to the moral atmosphere of the average village, east and west. And think what a boy in this city has in the 640 acres he may call his home. He has the whole history of humanity and the best men in the country within earshot. As far as comparative health is concerned, I will say that most of the prairie boys I used to know in my youth are now under the sod."

Spokane, Wash. An amendment to the state constitution, so as to include the following will be asked: "Selections from the Bible shall be read in the public schools for the purpose of imparting knowledge thereof, but all religious or sectarian instruction in connection therewith are forever prohibited."

Chicago. Mrs. Keough, a member of the board will try to secure legislation forbidding the sale of dime novels to school children.

New York. Mrs. Leveridge of the District Board No. 4, opposes co-education, as follows: "The years between 12 and 14 are precisely those during which a girl most needs the instruction and influence of the best and most experienced women teachers. She ought not to be taught exclusively by men, and she ought not to be in mixed classes. When she gets to High School or college age it is different, but these mixed schools for children of 12 and 14 years of age will simply help to create 'Nan Patersons.'"

TEACHERS' SALARIES.

Salt Lake City, Utah. The salaries of Principals has been increased. The new rule reads:

"That salaries of high school principals shall be determined on individual merit, but the minimum salary paid a high school principal shall not be less than the maximum salary paid an elementary school principal. A high school principal shall, however, be the holder of a Utah state high school diploma, or its equivalent."

"Each principal of an elementary school (grammar or primary) shall receive a salary of \$80, with \$4.25 additional for each teacher under his direct supervision; provided, that \$160 shall be the maximum monthly salary paid any elementary school principal; provided, further, that no principal shall receive more than \$150 unless he has supervised in this city for two or more years a corps of 16 teachers or more. But any principal of an elementary school, who is the holder of Utah state high school diploma, shall receive \$5 in addition to the monthly salary hereinbefore provided."

Washington, D. C. The salaries of all teachers in the District of Columbia were reduced in 1878. Since that time no increase has been made and the teachers are now actually receiving 11½ per cent. less than they did prior to 1878.

An association of teachers has been formed



PROF. HENRY SABIN.

The "Horace Mann" of Iowa has announced his retirement from educational activities.

and a vigorous campaign for an increase begun. The only increase to be requested of Congress is to restore the schedule of 1878 with such alterations as the present conditions may require.

Schenectady, N. Y. The board has rearranged the salary schedule. An increase has been made in the superintendent's salary of \$200; in the High School principal's salary of \$150 and an increase of \$25 in salary of first year grade school teachers and of \$25 for the fourth year's, and \$50 for the fifth year teachers.

Alleghany, Pa. The board of school controllers has voted to increase the salaries of all the teachers \$10 per month. The new schedule will take effect March 1st, 1905.

"MANNA."

The Old Biblical Term Suggests Good Food.

Such remarkable changes can be brought about by food properly selected that the best physicians now look to the rearrangement of a person's diet as one of the most important things.

A member of the Clinic Publishing Co., publishers of medical journals in Chicago, writes as follows, and says that he does not object to our using his name publicly.

"I wish to state a few facts which will show to you why there is, and ever will be in my heart, a most grateful appreciation of Grape-Nuts as a life-giving, nerve-strengthening and health-restoring food."

My oldest son, William R., was taken with a severe attack of scarlet fever. This left him in a state of such utter collapse and prostration of nerve force and energy that he was unable to sustain his own weight.

A complication of troubles followed; the kidneys became affected, and the doctors all declared his case hopeless.

Naturally the stomach was too enfeebled to retain or assimilate solid food, and milk, beef tea and the like, soon became nauseating to him.

Simply as an experiment a spoonful of Grape-Nuts was suggested, and tried. Its predigested constituents seemed to exactly suit my boy's case. Eureka! We had indeed found it.

He not only retained the food but relished it and asked for more. From that very day he began to mend, and in three weeks was convalescent. Gradually from mere skin and bones Will has grown ruddy, bright-eyed and manly, weighing now, at fifteen years of age, over 130 pounds.

Can you wonder that in our family Grape-Nuts is considered almost as 'Manna from Heaven?' Wm. R. Emery, 232 Foster St., Ravenswood, Chicago, Ill.



Barnes' Complete Typewriting Instructors have been ordered for the Cedar Falls, Iowa, High School.

Milwaukee, Wis. Moore's Commercial Arithmetic, published by the American Book Company, has been adopted for the commercial classes in the high schools.

Grand Rapids, Mich. The board has purchased a supply of "Gaynor's Songs of the Child World," published by John Church & Co.

Binghamton, N. Y. Barnes' History of the United States has been adopted for evening school use.

Barnes' Complete Typewriting Instructor has been selected by the School Board of Escanaba, Mich., for high school use.

Marion, Ohio. Pancoast's American Literature has been adopted for high school use.

The Isaac Pitman shorthand and complete "Shorthand Instructor" have been introduced into the following schools: Trenton (N. J.) High School; North Easton (Mass.) Oliver Ames High School; Sheffield (Mass.) High School; Lewiston (Pa.) High School; Shelbina (Mo.) High School; Islip (N. Y.) High School; Appleton (Wis.) High School; Racine (Wis.) Luther High School; Utica Free Academy, Utica, N. Y.; Grace Institute, New York City and St. John's College, Brooklyn, N. Y.

Frankfort, Ky. In the case of the American Book Company vs. C. D. Wells, County Superintendent of Mason County, the Court of Appeals, affirming the lower court, holds the bond of the American Book Company, etc., for \$10,000 is forfeited on account of violations of said book company in its contract with Mason county in which it agreed to furnish school books at a price not exceeding that charged for similar books in other states.

The Grand Prize has been awarded to the G. & C. Merriam Company of Springfield, Mass., on the Webster International Dictionary.

Belair, Md. Adopted Young's Lessons in Astronomy for high school.

Mr. Geo. E. Wells, Minnesota representative for Silver, Burdett & Co., has secured 20 new adoptions so far in 1904 for the Modern Music Series. This makes a total of 100 towns in that state using the series exclusively. The list includes most of the leading cities and towns. In addition all five of the state normal schools use this series exclusively. They being the only texts upon which they all agree.

"The First Year of Latin," by Gunnison and Harley, Silver, Burdett & Co., is making a very successful start in Minnesota. 32 high schools, two state normal schools, and four academies are now using it.

Greater New York. The Isaac Pitman Shorthand System has been exclusively adopted for the day and evening schools of the Boroughs of Manhattan, Bronx, Brooklyn, Queens and Richmond, comprising Greater New York, for a period of five years.

Marion, O. Adopted Carpenter's Geographical Travels in Asia and Europe, Pancoast's American Literature.

Indiana. The superintendent of the State Reformatory claims that he can produce school books at a cheaper price than they can be produced.

In the earlier part of the last century the text books in use in this country were Hall's Reader, Talbot's Arithmetic, Miss Beecher's Geography, Smith's Productive Grammar, the Bible, Irving's "Life of Columbus," and Parley's First History.

Prof. Henry Shryock of the Illinois State Normal University holds that James Whitcomb Riley's works should be barred from the schools because they are in dialect and not in classic English.

New York City. The corporation counsel recently rendered an opinion declaring that a five year contract for text-books is legal and may be entered upon whenever the Board sees fit. A five year contract amounting to nearly \$2,500,000 was accordingly approved by the Board. The City Board of Estimate, however, has adopted a resolution directing departments under the city government not to execute any contracts covering a period of more than a year. As the Board of Estimate has the power to direct changes in the form and specification of contracts, the Board of Education will be unable to enter into the contract.

The Prang Educational Company will publish, at an early date, a little book by Dr. Hugo Münsterberg of Harvard University, whose magazine articles and addresses have given him such a wide introduction, since his coming to this country. The title of the book will be "Principles of Art Education," and the subject will be treated in its philosophical, æsthetical and psychological aspects.

The Prang Educational Company has been awarded the Grand Prize at St. Louis on its Exhibit of Publications and Materials suitable for the promotion of Art Instruction in Schools. The award was made not on any particular or special feature of the Exhibit, but on the publications and materials as a whole considered in their contributive relation to the end above mentioned. The Grand Prize is the highest award made by any Exhibitor, and in this instance is the only award of the kind made by any firm which made similar claims in its specifications to the jury.

#### GROWTH OF A PUBLISHING HOUSE.

The firm of Myers, Fishel & Co., Harrisburg, Pa., had its beginning with a teachers' bureau established by Hon. Robert L. Myers. He is a normal graduate who had taught school a number of years. His general worth as a man as well as his high attainments as a schoolmaster were recognized, and he was sent to the state senate in 1898 and again in 1900 and 1902.

Dr. Fishel, the other member of the firm, also began life as a schoolmaster but later entered the medical profession. He rose to considerable eminence in education and also served one term in the state legislature. The practice of medicine was not to his liking, and he became a representative for the old educational publishing house of E. H. Butler & Co., of Philadelphia.

The third member, Dr. Schimmel, is a nor-

## EADIE'S PHYSIOLOGY

In this little book narcotics are treated from the athletic standpoint. A letter from Courtney, the coach for Cornell Crew, gives his opinion on narcotics in the training house. Letters from Captain McBride of the Yale Football Team, and Captain Edwards of the Princeton '99 Football Team, give their opinion on narcotics. General Superintendent Van Etten, of the New York Central and Hudson River R. R., tells in a short letter, their policy with regard to employment, or continuing in employment, those who are known to be in the habit of drinking intoxicating liquors. The subject of alcohol is also treated in letters from Arctic explorers. General Francis V. Greene, who commanded the second Manila expedition, writes on the effect of alcohol in the tropics.

Treatise on first aid to the injured, contagious diseases, care of the teeth, effects of cleanliness, etc.

## UNIVERSITY PUBLISHING CO.,

27 WEST 23d ST., NEW YORK

mal and also a university graduate, and filled various responsible positions in the educational field. He is the author of a number of valuable works.

The firm has a good list of books which have an extensive sale. Among these are Durrell & Robbins Series of Mathematics, New Ideal Copy Books, Ideal Music Course, Berkey's Manual and Guide for Teachers, Wisdom and Will in Education, etc., etc.

#### AMONG BOOKMEN.

Frank P. Collins, an Iowa City graduate who taught school for several years, has accepted a position to travel for Allyn & Bacon in the West.

Mr. Otto Focht, who represents the Macmillan Co., has been transferred from Pennsylvania to Iowa. He is succeeded in Pennsylvania by W. C. Warfield.

J. H. Jones represents Allyn & Bacon in Iowa, Nebraska, Minnesota, North Dakota and South Dakota. He makes his home at Clinton, Iowa.

Mr. Harry Jeschke, who was formerly engaged in school work at Cleveland, has taken a position with Benj. H. Sanborn & Co., and will represent that firm in Iowa and Nebraska.

Prof. Chamberlain who taught in the high school at East St. Louis, Mo., has accepted a position with Allyn & Bacon.

F. M. Churchill, who represents the Macmillan Co. in Michigan, with headquarters at Detroit, has just recovered from a serious case of appendicitis. This will be gratifying news to the many friends of this popular bookman, who is known as "Cheerful Churchill" by his colleagues.



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APPLICATION

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NEW YORK  
9th Dec.





Newark, N. J. Contract for furnishing new school buildings was awarded to the American School Furniture Co.

Elizabeth, N. J. Contract for heating a new school awarded to American Heating & Ventilating Co.

Chicago. The stock of the Central School Supply Co. was sold on the 28th ult., to the highest bidder under the bankruptcy act.

The McIntosh Stereopticon Co. of Chicago report a large number of orders during the Fall for their Improved College Bench Lantern and accessory apparatus including the Boards of Education in the following cities: Butte, Mont., Dayton, O., New Albany, Ind., Richland Center, Wis., Taylorville, Ill., Biggsville, Ill., Marion, Ind., and others. Ohio University, Athens, O., Indiana University, Bloomington, Ind., University of Colorado, Boulder, Colo., Iowa College, Grinnell, Ia., College of Idaho, Idaho City, Idaho, Whitman College, Walla Walla, Wash., and State Normal School, Mayville, N. D.

Marietta, Ohio. The board has purchased two Smith-Premier typewriters.

Springfield Ill. A purchase of book covers has been made from the Holden Patent Book Cover Co.

The School Boards at Chicago, Racine and Oshkosh have adopted the Johnson Window Shade Adjuster. For perfect control of light these adjusters are considered indispensable. Prices and full information can be obtained by dropping a line to 167 Dearborn St., Chicago.

The McIntosh Stereopticon, Chicago, has furnished the Illinois Manual Training School with their Improved College Bench Lantern.

Lima, Ohio. Contract for blackboards awarded to the A. H. Andrews Company.

Superintendent of Schools of Evanston, Ill., is supplying half a dozen of the schools under his supervision with the McIntosh Improved College Bench Lantern.

The Grand Prize has been awarded to the Esterbrook Pen Company at the World's Fair, St. Louis. This is the highest honor conferred by the International Jury of Award on any manufacturer of Steel Pens.

The Illinois State Farmers' Institute recently placed an order for the McIntosh Stereopticon's projection apparatus.

Grand Rapids, Mich. Acting on the recommendation of the board of health the School Board will boil all the water to be used in the schools for drinking water. Infection of much of the city water with typhoid germs is cause for this action.

Anaconda, Mont. The Northwest School Furnishing Company was awarded the contract for 805 desks for the new addition to the high school and 10,000 square feet of hydroplate.

Grand Forks, N. D. All school houses were fumigated during the holiday season.

Sioux City, Ia. The commercial department of the high school has been equipped with six Smith-Premier typewriters.

The Wisconsin Iron & Wire Works, located at Milwaukee, Wis., manufacture wire wardrobes for schools and colleges.

The C. H. Stoelting Co., of Chicago, was awarded several gold medals at the World's Fair on a display of scientific apparatus.

Boston. It is proposed to introduce mechanical pianos in the schools.

The meeting of the creditors of J. M. Olcott & Company was held last week at Chicago, and another meeting is expected before definite plans may be agreed upon.

Wilkesbarre, Pa. The contract for desks was let to the Bloomsburg Desk Co. of Bloomsburg, Pa.; Grand Rapids Manufacturing Co., Grand Rapids, Mich., and Andrews Desk Co., of Chicago, Ill.

Harrisburg, Pa. The heating contract for the new technical high school was awarded to the American Heating and Ventilating Co.

Columbus, Ind. 400 desks purchased from Superior Manufacturing Company, Muskegon, Mich.

Philadelphia, Pa. The board will expend \$150,000 in school supplies for the coming year.

#### EFFECT OF LIGHT ON SIGHT.

To have a schoolroom well lighted, it is necessary to have ample window space on two sides of the room and no obstruction to the light opposite the windows. When opposite buildings darken the windows, prism glass installed in the top sash will remove the shadow and produce as much light as if no such buildings existed.

Under any and all conditions the use of prism glass increases the light, improves the sanitary conditions and saves the eyesight of children, because it brings in and distributes the light uniformly to all parts of the room, giving every scholar equally good light.

Sheet prism glass used instead of common glass will cost no more than plate glass, and is a cheap remedy for bad eyesight. This question deserves equal consideration with heating and ventilating by architects and school committees.

It is admitted that defective eyesight and the use of eyeglasses are constantly increasing. Is it not plain that the cause is bad light? Is not our remedy most important to consider?

## SENT FREE

A 48-page pamphlet listing 1800 masterpieces of literature contained in the 180 numbers of the

### Riverside Literature Series

This catalogue has been described as the best index to good literature ever published for free distribution.

It is an invaluable aid in the selection of

#### SUPPLEMENTARY READING in LITERATURE HISTORY, and NATURE STUDY

#### NEW ISSUES IN THE RIVERSIDE LITERATURE SERIES.

**THE SONG OF ROLAND.** Translated by Isabel Butler. Paper, 30 cents; linen, 40 cents.  
**THE BOOK OF MERLIN and THE BOOK OF SIR BALIN,** from Malory's King Arthur. Edited by C. G. Child. Paper, 15 cents; linen, 25 cents.  
**BEOWULF.** Translated by C. G. Child. Paper, 15 cents; linen, 25 cents.  
**SPENSER'S FAERIE QUEENE.** Book 1 (Ready in January, 1905). Edited by Martha Hale Shackford. Paper, 30 cents; linen, 40 cents.

### Houghton, Mifflin & Co.

BOSTON NEW YORK CHICAGO

We will send you a unique Calendar for 1905 if you mention this advertisement.

For further information address Mr. Geo. E. Androvette, Lucical Engineer, or the New York Prism Co., 473 West Broadway, New York.

#### SCHOOL ARCHITECTURE AND FINANCE.

The Tennessee School Officers' Association which meets at Nashville will discuss among other things, "State Regulation of School House Architecture." It is a well known fact that but few school buildings in the rural districts are constructed on hygienic principles. School boards, as a general rule, are not familiar with progressive school architecture and they need some guide in the construction of buildings. Thousands of dollars are wasted in the erection of unsanitary school buildings upon unhealthful sites. In some states plans and specifications are furnished the rural school boards through the office of the state superintendent. These plans and specifications are gotten up by competent architects and apply to almost every grade of school buildings from the cheapest to the more expensive. The school boards ought either to have the help of a competent architect or plans and specifications should be furnished from the office of the state superintendent.

Buffalo, N. Y. A new ordinance to govern the method of purchasing school sites has been put in operation. It provides that the city Comptroller shall advertise for sites. All proposals must be in writing, signed by the owner of the property or the duly authorized agent, giving a correct description of the land offered for sale, together with the price asked therefor. Such price shall include the cost and expense of such advertisement and all necessary costs and charges to perfect title to such property.

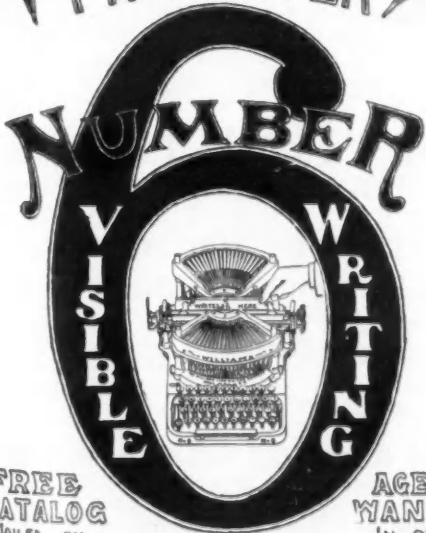
Plainfield, N. J. The corner stone for the new \$125,000 high school has been laid. Capacity of the building will be 400 pupils. The plans are by Herbert D. Hale.

St. Louis, Mo. The board of education has adopted a rule requiring the school architect to devote his entire time to the duties of his office. Without the consent of the board, he is not permitted to accept any professional employment.

Chicago, Ill. The board of education will be required, in the future, to prepare plans and specifications and submit estimates of cost before the school committee of the city council will approve the requests of the board. The board has in the past requested many additions to appropriations or rescinded requests for money.

# WILLIAMS

## TYPEWRITER



FREE CATALOG  
MAILED ON APPLICATION

AGENTS WANTED  
IN OPEN TERRITORY.

The Williams Typewriter Co.

FACTORY AND GENERAL OFFICES:  
NEW YORK: 22 Broadway. DERBY, CONN., U. S. A. LONDON: 37 Holborn Viaduct.

**A SUCCESSFUL PENCIL SHARPENER.**

There are pencil sharpeners and pencil sharpeners and no end of devices which are from time to time placed upon the market and sold as the latest and best pencil sharpener. Most of the new devices are toyish knick-knackery which deserve little or no attention.

There are only a few pencil sharpeners which really deserve any attention as such. Among the latest and best the "Jupiter" takes a high place.

This pencil sharpener, it is claimed, is the only practical pencil pointer on the market, and supplies a long-felt want for a machine that will do the work for which it is intended, satisfactorily. It is simple in its construction and easy to manipulate, and with the proper care, should last a life time.

The "Jupiter" machine works rapidly and is absolutely accurate. A great number of pencils may be sharpened before the cutting wheel becomes dull. The cutting wheel is made reversible, so that when one side becomes dull the other side may be used. When both sides have become dull, the wheel can be resharpened at small cost. This operation can be repeated a number of times before the cutter is actually worn out. The old wheel can then be replaced with a new one.

It will sharpen any ordinary pencil, long or short, round or hexagon, and the arrangement is such that it collects all shavings and graphite chips, thus insuring cleanliness. It is built on scientific principles and all parts are interchangeable. Repair parts can be furnished on demand.

To obtain the best results the "Jupiter" machine should be oiled and cleaned frequently. Oil can and screw driver furnished with each machine.

In addition to the regular "Jupiter" machine, the manufacturer can supply a machine for making an extra long tapered point. This machine is especially adapted for draughtsman's use, and will be known as pattern "S". However, unless this pattern is particularly specified, the regular machine will be furnished.

Address, Favor, Ruhl & Co., New York City.

**GOLD MEDAL FOR DUSTLESS FLOOR BRUSH.**

Among the many prominent exhibits at the St. Louis World's Fair, the modest little booth of the Milwaukee Dustless Brush Co. elicited much interest.

There is no question about it, dust is an awful nuisance. It is more than this, it is a very expensive nuisance. Visitors at the Fair were curious to see if the claim of the Milwaukee Dustless Brush Co., that they manufactured a

brush which reduced dust 97% was really so. In all cases the doubters went away thoroughly convinced that the brush was all that was claimed for it.

In the announcement of awards the Milwaukee Dustless Brush Co. received the gold medal for the only practical dustless sweeping device known.

The recent ceremony of laying the cornerstone of the new Goldwin Smith Hall of Humanities at Cornell was a notable event in the history of the University. The venerable Goldwin Smith, now over 80 years old, delivered a vigorous and inspiring address, which began with these words, half earnest, half jest: "It is perhaps fortunate that the garrulity of age is limited by its feebleness." It may be a matter of interest to teachers to know that the education department of the university will have its rooms in this building.

**PENSIONING OF TEACHERS.**

(Concluded from page 5.)

per cent. of the salaries paid to teachers. Any further sum required for this shall be assessable equally between the teachers and the city of Waterbury.

"Sec. 8. The provisions of this act shall apply only to officers and teachers employed by the Board of Education of said city.

"Sec. 9. In the case of the dismissal of any beneficiary under this act all yearly assessments shall be returned to said person.

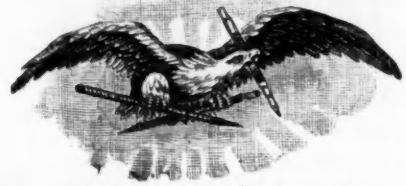
"Sec. 10. Any provision in the charter of the city of Waterbury conflicting with the above is hereby repealed.

"Sec. 11. This act shall take effect on and after its passage."

**REPORTERS' VIEW OF THE TEACHERS.**

(Concluded from page 5.)

that regard from teachers? An intelligent, active interest in all public questions, in politics, in all public movements and improvements, an interest which makes itself felt in public gatherings, in discussions in public places, in informal discussions in the home. That is the thing which the learned professions have in abundance, and that is the thing which the teachers lack, to their own and the public's detriment. That is the thing which, if they possessed it, would soon put them at the head and in the front of all public movements, which would make their counsels listened to with respect and which would make accession to their demands only a question of making them.

**WHY NOT?****USE THE BEST ON THE MARKET**

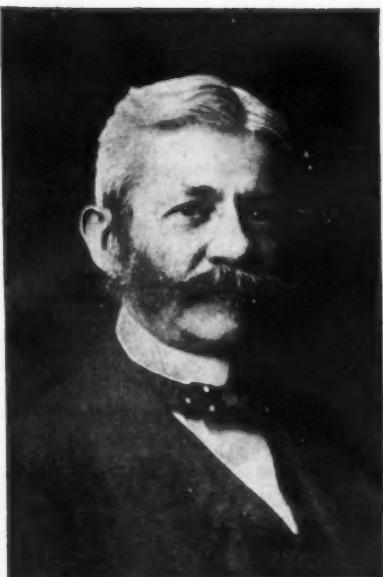
Eagle Lead Pencils, Pen Holders, Steel Pens, Colored Pencils and Crayons, Compasses, Rubber Erasers, Etc. Send for samples and prices to the

**EAGLE PENCIL CO., 377-379 Broadway, New York.**

"Why is it, then, that teachers do not possess this interest? How can they go to work to secure it? It is simply because they are so wrapped up in the pursuit of their calling that they lose sight of the everyday world, of the world which they are serving. It puts them in a position similar to that a tailor would be in if he tried to make a coat for a man he had never seen and about whose size and shape he knew nothing. Teachers go to school in the morning and devote their every energy to their work. In the evening they devote their time to self-improvement along purely technical lines. The literature they read has always some bearing upon their work. The discussions in which they take part are always upon technical problems. The broader human interest which is always to be seen in the lawyer, the physician and the minister is wholly absent in the case of the teacher.

"Now, the only way to get out of a rut is to get out. There is no line of work in the world in which there should be a clearer knowledge of the world than that of teaching. The one reason why so many social misfits are produced by our colleges, high schools—yes, and even grammar schools—is that the teachers do not know for what they are preparing a man. I think a law which would compel a teacher to take one year out of every four and engage in pursuits which are absolutely foreign to teaching, would be a good thing.

"Knowledge gained from actual practice is required in every line of work—in law, medicine, engineering. Not only is that true, but practical experience is required of the teachers in these professions. General education, the academic education of our colleges, and, in a smaller degree, perhaps, the high school education, prepares a man for the world in general. When a man gets through his arts course he is supposed to be prepared to live. How has he been prepared? By a body of men who have never lived themselves. They are the coats made by the tailor who has not seen the man for whom they were made, and are, as a consequence, misfits."

**Holden Book Covers on Text Books**

Testifies to the Desire and Accomplishment of Economy and Cleanliness in the Schoolroom.

**Holden Self-Binders and Transparent Paper**

On each teacher's desk testify to the fact that the old proverb, "A Stitch in Time Saves Nine," is still remembered by School Board Members, Superintendents and Principals of Schools.

**The "Holden System for Preserving Books"**

has been adopted by over 1500 School Boards and is considered by all as a necessity wherever free books or supplementary readers are furnished

SAMPLES ARE SENT FREE ON REQUEST.

**The Holden Patent Book Cover Co., Springfield, Mass.**

G. W. HOLDEN, Pres.

SAMPLES FREE.

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# A BOOKMAN'S EXPERIENCE.

By W. B. D.

With the Principal.

An Agent arrived in a certain town one day,  
And quickly to a school house wended his way,  
Determined to find out, if he possibly could,  
On a certain text-book just how the Prin. stood;  
Calling once before he had left with—the hope  
Later with that Prin. with success he could cope,  
Beyond shadow of doubt, it seemed then a fact  
That he could win out if he used skill and tact;  
Most cordial the Prin. and interested was he,  
The points of the book he could most clearly see,

Dismissed e'en the thought there were other texts too,

Yet he would not reveal just what he would do;  
So the Agent called, as I've stated, that day,  
And opened up the subject in a strenuous way;  
And after having talked till he felt in a daze—  
He'd expressed all his thoughts in many different ways,

He breathlessly waited that Prin.'s final word:—  
He wished when 'twas spoken that it had been deferred;

"I ought to have told you, but I'll tell you right here,

I'm leaving at the close of the present school year,

But when I get settled in my new school this Fall,

Your text-book we'll use if we change texts at all."

With the Chairman.

The Agent after all had wasted his breath,  
And further had talked himself nearly to death,  
It had done no more good if he'd talked to the air;

The sight of that Prin. he could no longer bear,  
And so shaking his hand, he bade him adieu;  
To the Chairman of the Board he then fairly flew,

And when that Chairman he finally had found,  
The points of his book he began to expound;  
And to all that he said the Chairman gave ear,  
Seemed to see all the points e'en if they weren't clear;

Seemed to think the text-book a winner indeed,  
That it couldn't be given of praise its just meed;

So after the Agent had talked at great length—  
The effort still further reducing his strength—  
He waited to hear what that Chairman would say—

He was sure 'twould be Yes, we'll use it right away,

But instead he remarked, "I'll now tell to you  
Something I have secretly told to but few;  
As my business requires so much of my time,  
From the Board this year I'm going to resign;  
But into school work if again I am brought,  
I'll give to your text-book the most careful thought."

With the Secretary.

The Agent hearing this was of speech quite bereft,

He weakly shook hands, then that Chairman he left;

To the Secretary of the Board he then swiftly hied,

And when that Secretary he finally espied,  
(Just as a man drowning will clutch at a straw,

So in that Secretary "The Last Hope" he saw);

He started to orate at once on his book,

But at him the Secretary scarce ventured to look,

So fierce was that manner, so wild was that eye,

As if he any statement was dared to deny;

But soon the Agent more rational became  
And he talked to that Secretary precisely the same

As he had to the Prin. and Chairman as well,

Until about his book there was no more to tell;

So impressed seemed the Secretary, the Agent then thought

He'd get the adoption for which he'd long sought;

So after he had talked for quite a long while  
Bestowing on that Secretary a most winning smile,

For his book then he asked if there'd be a chance;—

To his heart went the answer like a sharp-pointed lance;

For this was the answer, "I cannot, I fear,  
Do anything for you in this line this year,  
For I'm leaving quite soon elsewhere to reside,  
But yet if the time you will patiently bide,  
For your book when I'm there I'll speak a good word."

With the Oldest Resident.

So wounded the Agent he but barely heard,  
Yet with what strength was left he drew a deep sigh,

And faintly he bade that Secretary good-bye;  
Then with slow, measured steps he walked down the street,

"The oldest resident" he soon chanced to meet,  
And he was most sorry he'd not met him before,  
For of up-to-date news was his mind such a store

He gave just the tip that the Agent had craved,  
Which if given him earlier the day would have saved;

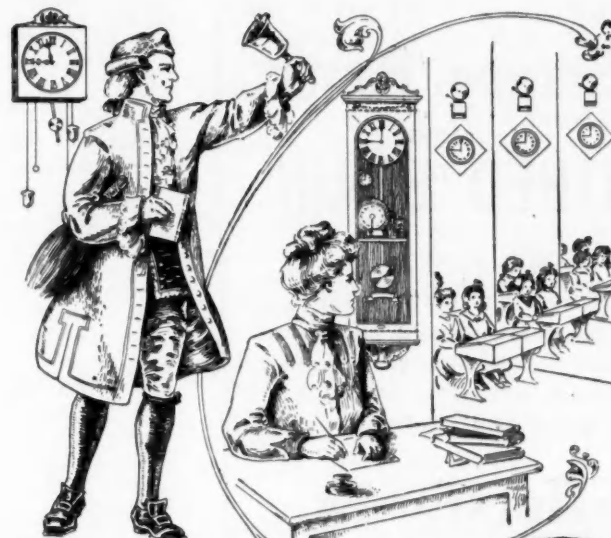
He told him at once what the whole living day  
It had taken him to learn in a devious way;

And he seemed very prone much more e'en to tell,

But the Agent broke loose and bade him farewell,

For, he, like "The Ancient Mariner" of old,

From business in sight would that Agent hold;



Y. Olde Fashion'd Schoolmaster, his Clock and Bell.

Principals and teachers of today need have no care or worry in regard to the times for the various periods and the correctness of the clocks in the different rooms.

## THE FRICK AUTOMATIC PROGRAM CLOCK

rings Electric Bells and operates SECONDARY CLOCKS in all rooms, departments and buildings, the Electric Bells being rung automatically on the EXACT MINUTE set down in the program for beginning and closing every period, assembling and dismissing school, etc., while the secondary clocks run on EXACT TIME with the Program Clock.

Promptness and punctuality are secured, discipline promoted and teachers relieved of one of the most perplexing duties of the school room.

You will be interested in knowing more about the Frick Automatic Program Clock, and its advantages in school management and we will take pleasure in mailing you catalogue and full information, if you will mention this Ad.

FRED. FRICK CLOCK CO.

Waynesboro, Pa.

With the Next Town.

The Agent by the train was then borne away  
To a much smaller town where early next day,  
Like a winged Mercury to a school house he flew

With a speed that's attained by but very few,  
With his book as a weapon he rushed at the Prin.

As if to die game or a victory to win;—  
(This Prin. was to teach in the town, by the way,

The Agent had visited the preceding day;)  
And he talked his text-book with all of the power

That remained in his body for fully an hour;  
But by him all the talking was not done alone,  
For the Prin. he found out had ideas of his own,

But they were soon squelched, and at last he agreed

There was naught like that text for pupils to read;

If he thinks the book such an excellent one,  
Why don't he adopt it, and with it be done?

With the Lay of the Land.

Thought the Agent, but this he said not, of course,

Though just in the mood to use physical force  
If by moral suasion he haply should fail;—  
But to cut very short a very long tale—

The Prin. had no sample so to him, as was meet,

A copy, with a set of circulars complete,  
Was dispatched ere the week had faded away;—  
Anxious was the Agent by night and by day,  
But broad and expansive just now is his smile,  
That Prin. is all right—his order is on file.

In Agency work, as in all work on hand,  
'Tis wise, in advance, to get the lay of the land,  
And "the oldest resident" may give just the cue  
Which will save time and labor—and heartachings too.



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If interested in Class Pins, write to us. We will make for you, free of charge, special and original designs executed in colors. Be sure to let us know what your class colors are, and about how many pins you can use; we will then quote you our lowest net figures.

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## TIRED BRAIN

Horsford's Acid Phosphate keeps the mind clear, the nerve steady and the body strong—a boon to the overworked officeman, teacher and student.

**Horsford's  
Acid  
Phosphate.**

### An Apt Pupil.

Teacher: "James, you were late yesterday morning."

Pupil: "Yes; but, as you were saying to the class to-day, we should let bygones be bygones."

Teacher: "But have you no excuse to offer?"

Pupil: "In that same talk you said that one who was good at excuses was usually good at nothing else. Under the circumstances, I think it better for me not to do anything that will lower me in your estimation."

### German Schoolroom.

Schoolmaster: "Mueller, stand up!" (No response.) "Mueller, I say, stand up. Since when don't you answer to the name of Mueller?"

Pupil: "Since last Sunday. Mother was a widow and got married again. My name is Schmidt now."

Scholar: "Professor, your mnemonic system is wonderful, and I am sure that anyone, after mastering the rules, can learn to remember anything. But I am handicapped by one difficulty."

Professor: "What is it?"

Scholar: "I can't remember the rules."

### A Conjecture.



Graduate: I'm finishing my education by traveling.

Rustic Maiden: Are you? I s'pose you cal- c'late to do a lot of travelin', don't you?

### Neuer Sinn.

Lehrer: "Welches sind die fünf Sinne des Menschen?"

Schüler: "Gesicht, Ge- höre, Geschmack, Gefühl!"

Lehrer: "Und? — Na, der letzte?"

Schüler: "Ich weiß nicht, Herr Lehrer."

Lehrer: "Draußen fahren die Düngewagen vorbei. Ihr seht zwar nichts davon, aber wenn ich das Fenster öffne, könnt Ihr es doch merken. — Nun, wie heißt dieser Sinn? Der Ge — ?"

Schüler: "Der Gestank, Herr Lehrer."

### School Election.

In the Election Booth—The registrar: "Your age, madam?"

The feminine applicant: "My age?"

"Yes, madam. In years and months."

"Must?"

"Yes, madam."

"Can't we compromise?"

"In what way, madam?"

"Why, I'm perfectly willing to tell you the months if you won't say anything about the years."

Estelle—"There goes that measly little dude that Bessie so greatly admires."

Adele—"Yes, I wonder what she sees in him?"

Estelle—"That's easy; she used to be a kindergarten teacher you know."

### His Teacher's Ignorance.

"Well, Johnny," asked Mr. McRobinson, "how do you like your new teacher? Pretty smart, isn't she?"

"Naw," responded Johnny sourly, "she ain't."

"How do you know?"

"She wuz tellin' us to-day that Jeffries wuz an English judge."

"Well, what's wrong with that?"

"Shucks!" said Johnny, in deep disgust. "I thought everybody knowed that Jeffries wuz the American champeen pugilist of the world!"

### Unmentionables.

Teacher—What does b-u-l-l-y spell?

Tommy—Dunno.

Teacher—Come, come! Suppose a great big boy were to strike a little fellow, what would you call him?

Tommy—I don't dast to tell yer, ma'am.

### Dissecting Subject.

Teacher of Physiology—Now we will dissect this odd little animal. But first, Jimmy Phalig, will you tell me what we have here?

Jimmy—Faith, and it's called a bat, sir.

Teacher—Very well. Now, how many kinds of bats are there?

Jimmy—There are foive. The black bat, the red bat, the acrobat, the cricket bat and the brickbat, sir.

A German professor in a Pennsylvania institution of learning has the reputation of saying some original things.

He had occasion recently to become very impatient with one of his students. This young man persisted in doing things that were unwise and, at the same time, a great annoyance to the faculty. The German professor, one day, reprimanded him in the following manner:

"There vas fools, and there vas ——— fools, and then there vas you."

"Books that you may carry and hold readily in your hand, are the most useful after all."—SAMUEL JOHNSON.

This illustrious writer must have had in mind a book resembling the new

## PENCIL GEOGRAPHY

just issued by the JOSEPH DIXON CRUCIBLE COMPANY. It is convenient in size and shape, handy to carry in the pocket, and just enough in it to be easily read without fatigue. It is patterned after the old school geography of forty years ago in which the subject was taught by means of questions and answers. It contains answers to the many questions which are being continually asked as to where the materials come from out of which Dixon's American Graphite Pencils are made, and also how they are put together. We know it will help you in your work in the schoolroom.

Copies of this little book will be sent to all teachers free of charge.

**JOSEPH DIXON CRUCIBLE CO., Jersey City, N. J.**



Teacher (invalid): I had a friend that ended life on her birthday.

Doctor (encouragingly): That's nothing; I have a friend that began life on his birthday.

### Too Much for the Curate.

A young curate in England was once asked to take a class of girls of about 15 or 16, which had formerly been taken by a lady.

After a time the young clergyman consented, but insisted upon being properly introduced to the class. Accordingly the next Sunday the superintendent took him to the girls for this purpose, and, addressing them, said:

"Young ladies, I wish to introduce to you the Rev. Mr. Chirp, who will in future be your teacher. I should like you to tell him what your former teacher did, so that he can go on in the same way."

Immediately a demure young miss of 16 rose and said:

"The first thing teacher did was to kiss us all round."

A teacher in Northern Wisconsin who believes that some of the lessons of our physiologies should have some practical bearing upon the pupils in our schools recently insisted upon a "bath" reform. One fond mother wrote the following note to her:

"This is to certify that I am an eye witness that Lester ——— took a bath on this, the 17th day of January, 1904, A. D., and duly signed "Mrs. G. P. ———."

"P. S. You have so much spare time would you please come over and manage all my household affairs—please send another order to-morrow and oblige, Mrs. P. ———."

Manager Smyth: "What news about the book contest at Haytown?"

Corresponding Clerk: "The superintendent is against our book, the principal is undecided, the teachers are in favor of it, and the board is divided, and—and—so are the agents."

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Treatise on School House Construction. 8vo. xxi. + 441 pp. Cloth, \$4.00. First twelve chapters presented for first time. Chapters XIII. and XIV. were papers prepared for State Board of Health Reports. Chapter XV. is composed of papers originally written for architects and builders and last chapter compiled to complete series, 89 full page illustrations. Sample pages and illustrations on application. JOHN WILEY & SONS, Publishers, New York.

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4th Ave. and 13th St. **NEW YORK.** Since 1848

### DEATH OF JONATHAN PIPER.

(Concluded from page 15.)

teacher of a country school, whom he thus satirically dubbed with the title "Professor." The Pipers were teachers for generations. Some years ago the writer met a state officer of one of our western states whose father was one of eight or nine sons in the same family, all of whom taught school.

Prof. Piper was a man of broad sympathies and of liberal religious views. He was a man of fine discernment, and his criticisms on education and literature alike were accepted almost without question wherever he went. It was only necessary to say "Prof. Piper believes this," or "Prof. Piper says that," to insure the acceptance or, at all events, the most respectful consideration of any opinion expressed.

Prof. Piper has addressed the National Educational Association, State Teachers' Associations without number, Reading Circles, Round Tables, School Boards, Institutes and associations to an aggregate which would astonish the reader if it could be set forth. At times he seemed almost inspired. Audiences were completely carried away by his eloquence, and drowned his voice with thundering applause. "One of the most distinguished men in the United States" was an expression frequently uttered of him. When he traveled he received the respect which is paid to a governor or senator, but which is seldom accorded to a private citizen.

Prof. Piper never held any political office nor sought one after his first essay in Iowa for the state superintendency. For many years he re-

sided in Chicago, but recently his home has been at Honey Creek, Wis. His last extended journey was made last year to Colorado, where he remained for some time in the hope of bettering his health. His death came suddenly and with little warning. It was hastened by an accidental fall which he unfortunately received. He passed peacefully away on the evening of the 18th of November.

Just before the last election Prof. Piper referred to the well-known incident of his vote in 1860—his walk of four miles to the polling place—and remarked that in this,

which might be his last vote, he would likewise walk four miles to the nearest polling place in Wisconsin. A neighbor, however, refused to allow him to do this, and took him to the polling place in a carriage. Prof. Piper lived to see the State of Missouri ratify his choice of party by placing itself in the Republican column.

### WM. H. WOODWARD DEAD.

The senior member of the firm of Woodward & Tiernan Printing Company, of St. Louis, educational publishers, died suddenly November 29th.

Mr. Woodward was nearly 70 years old. He was born December 11, 1834, in Hereford, England. He was one of a large family of children and came to America with his parents at the age of 8 years.

Mr. Woodward received a public school education and started in life at the foot of the ladder. At the age of 15 years he was apprenticed to the printer's trade at Madison, Wis. When the Woodward family moved to St. Louis he entered the employ of The Republic. He continued in the service of The Republic for thirteen years. In 1864 he embarked in the printing business for himself. The outcome of this modest beginning is the present immense printing plant of the Woodward & Tiernan Printing company.

The surviving children are Edgar B. Woodward, Walter B. Woodward, Mrs. Mary Wood Ernst, Louis B. Woodward, Grace Woodward, Julius Woodward and Sarah Woodward.

Mr. H. E. Miller has taken a position with D. Appleton & Co. made vacant by the resignation of Mr. D. W. Benton, who is now the principal of the Shortridge High School in Indianapolis. Mr. Miller will look after the Illinois field.

Mr. E. M. Pace, who is well known in the book field of the West and who more recently has been connected with book houses in the East and has worked largely in the South, has taken a position in the New York office of

Benj. H. Sanborn & Co. He will do agency work.

Last February the School Board Journal announced the fact that Mr. L. G. Newby, who for a number of years was connected with the Chicago office of Ginn & Co. and D. C. Heath & Co., and later on served as Indiana agent for Rand, McNally & Co., had retired. He quit the school book field in order to engage in other lines of business at Pasadena, Cal. Like a great many of the bookmen who have made a success in other lines, Mr. Newby is now making money. He is the manager and part owner of a laundry. He has made as much money during the past 10 months as the average bookman makes in that many years. He has a beautiful home there, enjoys robust health and is, from all appearances, a happy and prosperous mortal.

### WHAT SULPHUR DOES.

For the Human Body in Health and Disease.

The mention of sulphur will recall to many of us the early days when our mothers and grandmothers gave us our daily dose of sulphur and molasses every spring and fall.

It was the universal spring and fall "blood purifier," tonic and cure-all, and mind you, this old-fashioned remedy was not without merit.

The idea was good, but the remedy was crude and unpalatable, and a large quantity had to be taken to get any effect.

Nowadays we get all the beneficial effects of sulphur in a palatable, concentrated form, so that a single grain is far more effective than a tablespoonful of the crude sulphur.

In recent years, research and experiment have proven that the best sulphur for medicinal use is that obtained from Calcium (Calcium Sulphide) and sold in drug stores under the name of Stuart's Calcium Wafers. They are small chocolate coated pellets and contain the active medicinal principle of sulphur in a highly concentrated effective form.

Few people are aware of the value of this form of sulphur in restoring and maintaining bodily vigor and health; sulphur acts directly on the liver, and excretory organs and purifies and enriches the blood by the prompt elimination of waste material.

Our grandmothers knew this when they dosed us with sulphur and molasses every spring and fall, but the crudity and impurity of ordinary flowers of sulphur were often worse than the disease, and cannot compare with the modern concentrated preparations of sulphur, of which Stuart's Calcium Wafers is undoubtedly the best and most widely used.

They are the natural antidote for liver and kidney troubles and cure constipation and purify the blood in a way that often surprises patient and physician alike.

Dr. R. M. Wilkins while experimenting with sulphur remedies soon found that the sulphur from Calcium was superior to any other form. He says: "For liver, kidney and blood troubles, especially when resulting from constipation or malaria, I have been surprised at the results obtained from Stuart's Calcium Wafers." In patients suffering from boils and pimples and even deep-seated carbuncles, I have repeatedly seen them dry up and disappear in four or five days, leaving the skin clear and smooth. Although Stuart's Calcium Wafers is a proprietary article, and sold by druggists, and for that reason tabooed by many physicians, yet I know of nothing so safe and reliable for constipation, liver and kidney troubles and especially in all forms of skin disease as this remedy."

At any rate people who are tired of pills, cathartics and so-called blood "purifiers," will find in Stuart's Calcium Wafers a far safer, more palatable and effective preparation.

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## NEW BOOKS.

**The Culture Primer.**

Embodying the natural method in reading. By Ellen E. Kenyon-Walker, Pd. D. Edited by Jenny B. Merrill, Pd. D. Ethical Theme—Mother Love. 124 pages. The Culture Reader. Book II.

For second half-year. By Ellen E. Kenyon-Walker, Pd. D. Edited by Jenny B. Merrill, Pd. D. Ethical Theme—Industry. 124 pages. Manual of the Natural Method of Reading.

By Ellen E. Kenyon-Walker, Ph. D. 31 pages. D. Appleton & Company, New York, Chicago.

This is really quite a philosophical treatise on the subject of reading. Teachers who will study it carefully will be able to avoid the careless reading that is often noticed. This natural method proceeding from the whole to its parts, from the concrete to the abstract and from the known to the unknown aims to present in the first place an outline composition chosen from familiar child literature leading to a comparison with other forms, finding resemblances, identities and differences and acquiring an initial vocabulary of written words; presenting subjects of thought clothed in written forms; and basing the work, to begin with, upon familiar ideas that the child possesses on entering school, and subsequently on each successive new experience. In this way the work is inductive and progressive. The learner is all the while finding something new to reason about. He acquires the habit of closely observing, discriminating and choosing. He is led to analyze the sounds of words, and thus to pronounce correctly, and to choose the most apt expression of a thought. There are excellent illustrations that are suggestive of thought and study and choice selections adapted to the same end. There is good common sense in the plan.

**Commercial Correspondence and Postal Information.**

By Carl Lewis Altmaier, Drexel Institute, Philadelphia. 204 pages. Price, 75 cents. The Macmillan Company, New York, Boston, Chicago. Sold by George Brumder, Book Department, Milwaukee, Wis.

The constant widening and strengthening of the commercial studies in the grammar and high schools of the United States make the demand for serviceable books more imperative.

This volume is evidently the work of a practical educator who understands, primarily, the needs of the day and who knows how to meet them. The publishers have in hand a series of books on commercial branches, including the present volume which treats commercial correspondence.

The technique of a business letter as well as its composition comes in for a thorough and practical treatment. Sample letters are presented, corrections are made and shown, and aside from the rules of punctuation, capitalization, grammar and penmanship are discussed, the student's attention is directed to the very essence of the subject. No phase of the utilitarian in letter writing is slighted or omitted.

## SUMMER SESSION

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THE REGISTRAR,  
Cornell University, Ithaca, N. Y.

Portland, Ore. Spelling blank published by Myself & Rollins, San Francisco, has been introduced in the schools.

Frye Geographies were recently adopted at Stevens Point, Ripon, Medford, and Alma, Wis.

The Aiton Speller was recently adopted at Sheboygan Falls, Elroy and Acadia, Wis.

The Cyr Readers were recently adopted at Monroe, Mazomanie, Cudahy, North Milwaukee, Clintonville, Black River Falls, Platteville, South Milwaukee, and Ellsworth, Wis.

Mankato, Minn. The Walsh Arithmetic will take the place of the Atwood.

Following are a few of the recent adoptions of books published by D. C. Heath & Co., Boston: Walsh's New Grammar School Arithmetic, Heath's Readers; Hoboken, N. J., Wells' Essentials of Plane Geometry; Newark, N. J., Atwood's Arithmetics by Grades (for teachers' use); Passaic, N. J., High school, Emerson's School and College Hymnal; Rutherford, N. J., School No. 3, Walsh's New Grammar School Arithmetic; Seabright, N. J., Walsh's New Grammar School Arithmetic; Spring Lake, N. J., Atwood's Arithmetics by Grades; Verona, N. J., Atwood's Arithmetics by Grades, Heath's Second Reader; Woodbury, N. J., Atwood's Arithmetics by Grades; Flemington, N. J., Heath's Readers; Garfield, N. J., Heath's Readers; Cecil County, Maryland, Dole's Young Citizen; Charles County, Maryland, Natural System of Vertical Writing, Thompson's Drawing; Somerset County, Maryland, Natural System of Vertical Writing; Virginia State, adopted Hyde's New Two-Book Course in English, Natural System of Vertical Writing, Thompson's New Short Course in Drawing, Heath's Readers; Washington, Ga., Chester, S. C., Bamberg, S. C., Jacksonville, Ala., Branchville, S. C., Thompson's United States History.

**A SCHOOL BOARD REGULATION.**

The school board of Norristown, Pa., has issued a rule, forbidding any parent to criticize the teacher "to her face," in the school room or elsewhere except in the presence of the board.

Assuming that the board has jurisdiction over parents—a thing that most of them will vigorously dispute—how is the rule in question to be enforced? Any teacher who has been confronted by an angry father or mother in the school room, on the street or in his own home—and what one of them has not?—would be glad of an official extinguisher that would suddenly shut off the flood of violent speech, but how is such an extinguisher to be operated?

The chances are that no regulation of the sort can be made effective, unless it becomes a legal enactment, and the teacher or janitor of the building is armed with police powers. What mother who feels that her Johnny has been unfairly treated will be restrained by a mere school board order from speaking her mind whenever and wherever she pleases? Commonly she pleases to do it standing in the school room door or in the hall where all may hear, and as commonly she is by no means choice in her language.

The mothers are many who refuse to acknowledge that the teacher is possibly right when she

sends their son home with notes complaining of misbehavior. The usual procedure is to consult Johnny, and when that youngster denies the charges, as youngsters are prone to do, the mother filled with what she regards as righteous wrath, hastens to the unfortunate teacher that she may revile her.

"My child may have faults," she is accustomed to say, "but he does not lie. He is perfectly truthful, and I will take his word at any time." Every teacher in every town in the country has heard this parental expression of confidence until she has learned to expect it as a matter of course. And every teacher who remembers the emphasis with which such words and subsequent verbal castigations of herself are uttered will hesitate to believe that any school board edict can stop the parental tongues.

**THE GROWTH IN BOOK COVERS.**

If anything will prove the merit and value of an article it is the returns received from careful advertising and from personal letters sent out explaining the uses and advantages of the aforesaid article. Few firms have had any greater opportunity to test the value of such methods than the Holden Patent Book Cover Co., of Springfield, Massachusetts.

Of the tons and in fact car loads of samples sent out each year at the requests of School Board Members and Superintendents of Schools, who wish to examine the well known Holden Book Cover and the Holden Self Binders and Transparent Paper, over 70 per cent. of those writing for samples have ordered!

The Editors recently wrote the above company for a list of the cities and towns that have recently adopted the articles which comprise the "Holden System for Preserving Books," and they replied that it would take several pages of the School Board Journal to do so. The Holdens, father and son, as well as the articles they manufacture, are universally known and liked for their honorable and upright methods in dealing with the schools as well as their personal interest in education, as have made several contributions to the "cause" of great value to educators. Their business steadily increases in volume—the year just closing is the largest they have ever had.

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and other  
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**BOOKS**

The Sauveur, Bercy, Du Croquet and other well known methods for teaching Modern Languages are published by  
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## Plaster Casts

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Round, Natural Polish, and contains a High Grade, Thick, Black Lead.  
Made in three degrees of Hardness, B-HB-H.

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NEW YORK.

First Pencil Factory Established in America.

### LEGAL.

#### Teachers Can't Visit Saloons.

According to a recent decision by the Minnesota Supreme Court a business college is in the same class with a public school, and a requirement by the proprietor of the business school that a teacher employed in the school shall not visit saloons in the vicinity of school is a reasonable regulation.

The judgment of the lower court wherein the teacher was given a verdict for a balance of his salary under contract is reversed and the decision gives the teacher but slight hope of securing payment of the balance due under his contract with the business college proprietor.

A rule of the school forbids pupils and teachers from visiting saloons in the neighborhood of the school, under penalty of dismissal or discharge. It was alleged by the proprietor that Koons knew of the existence of the regulation and that it was incorporated in his contract.

The evidence, the court says, shows that he violated the rule and was seen to enter a saloon by a number of pupils. The question of the reasonableness of the prohibitory rule was submitted by the trial judge to the jury for an answer and the jury found for the teacher.

Judge Douglas in his opinion holds, however, that the proprietor of the school had a right to insist on the enforcement of the rule, and the question whether it was made before or after Koons signed his teacher's contract is immaterial.

Milwaukee, Wis. The local court has decided that the giving instruction at home to children in all branches taught in the public schools does not constitute a compliance with the state compulsory education laws. The case was one of a retired school teacher who spent practically every day in teaching his children at home.

Cleveland, Ohio. The new school law, which makes it compulsory for all teachers to take a literary examination before being allowed to teach again, is proving very objectionable to teachers, especially those who hold life certificates.

Covington, Ky. Circuit Judge W. McD. Shaw recently made a ruling to the effect that a school cannot be sued for damages or be made to pay for personal injuries sustained by a person while on property owned by it. This ruling was in the case of Henry Nordhoff, who brought action to recover damages sustained by his small son while playing on a school lot. Judge Shaw held that as the money appropriated for school purposes is raised by special tax it cannot be diverted from the channel into which it was intended it should go.

Indiana. The Supreme Court recently declared that it is for the township trustee to determine (subject to an appeal to the county superintendent) what schools shall be maintained

in his township and which of the school houses shall be closed for lack of pupils, conveyances being furnished to carry the children of the district to another school.

The court held that in the administration of school affairs many questions of expediency arise, in which the action of a school officer is not subject to

revision by the courts, provided only that he acts in good faith.

The controversy before the court was between the trustee of Newville Township, Dekalb County, and the patrons of a school which he had discontinued and was decided in favor of the trustee. The trustee closed the school because the daily attendance had fallen to eleven pupils, and some of the children were voluntarily attending a two-room school a mile and a half away. He refused to re-establish it on the petition of a majority of the voters in the school district, and the court said that there is no provision of law requiring a trustee to re-open a school upon petition after he had closed it.

New York City, N. Y. The executive committee of the Brooklyn Teachers' Association has under consideration a proposition to bring suit for the recovery of \$390,000 back pay which is claimed to be due to the teachers of Brooklyn.

The amount has been accumulating during the past six years, and if suit is brought it must be begun before June 28th, as the time limit expires at that time. The money is back pay due to the teachers by reason of the fact that when the schedule of salaries was changed the Brooklyn teachers continued to be paid under a lower schedule than that which had been adopted.

Paducah, Ky. Judge Reed has decided that the laws fixing the age at which children are permitted to attend school, at six years cannot be interpreted as meaning that the child must be six on or before July 1st preceding the opening of the schools.

Illinois. Attorney-General Hamlin has issued an opinion stating that city Boards of Education which are authorized to issue teachers' certificates have power to issue only one grade of certificate, good only in the schools of the district over which the Board has control and good only for one school year.

### RECENT EXPRESSIONS.

Character is the aim and end of all education. Books, in a sense, are dead things. The teachers must possess character and personality, and these qualities are not revealed in examinations.—Charles R. Barrett, Iowa.

School houses and school masters are cheaper than jails and soldiers, but we do not found the public school on any such ground as this. Such arguments for free schools are little less than an insult to a free people. The democracy establishes its public schools to train new citizens and fit them for self-government, and when it shall have done its full duty in this respect there will be no need of policemen and soldiers.—Dr. Charles W. Dabney, President University of Cincinnati.

The aspiration of our people after higher things finds expression in many ways—in our churches, our hospitals, our elementary and secondary schools, our almshouses and asylums, our libraries and art galleries; but in no way more directly and efficiently than in a great university which incorporates in its external form (buildings and equipment), and in its in-

ternal spirit (culture and scholarship), the longing of the whole community for the higher things—those of the mind and spirit.—Edmund J. James, President University of Illinois.

Physical training in the primary and grammar schools has for its objects:

1. A stimulation for growth of the body in general, and development of the vital organs in particular.

2. The development of strength, quickness and agility.

3. The removal of bodily defects or conditions brought about by school life.

4. The increasing of vitality so as to give the body that resistance against sickness which is needed to live well.

5. A general basic training of those psychologic powers which are necessary for the growth of the will power, and which are recognized as obedience, submission to rules and orders, perseverance, courage, self-reliance and self-control.—Wm. A. Stecher, Director Physical Training, Indianapolis, Ind.

I think that it is not straining a point to say that the preponderance of female teachers in the higher or secondary schools—I say of set purpose preponderance and not presence—has an effeminizing effect on the character of American boyhood. There is a tendency for women teachers when dealing with boys of such advanced age to instill unconsciously, no doubt, sentimental views of facts rather than to derive the principles of conduct from them.—Herbert B. Gray, Bradfield College, England.

### THE VALUE OF CHARCOAL.

Few People Know How Useful it is in Preserving Health and Beauty.

Nearly everybody knows that charcoal is the safest and most efficient disinfectant and purifier in nature, but few realize its value when taken into the human system for the same cleansing purpose.

Charcoal is a remedy that the more you take of it the better; it is not a drug at all, but simply absorbs the gases and impurities always present in the stomach and intestines and carries them out of the system.

Charcoal sweetens the breath after smoking, drinking or after eating onions and other odorous vegetables.

Charcoal effectually clears and improves the complexion, it whitens the teeth and further acts as a natural and eminently safe cathartic.

It absorbs the injurious gases which collect in the stomach and bowels; it disinfects the mouth and throat from the poison of catarrh.

All druggists sell charcoal in one form or another, but probably the best charcoal and the most for the money is in Stuart's Charcoal Lozenges; they are composed of the finest powdered Willow charcoal, and other harmless antiseptics in tablet form or rather in the form of large, pleasant tasting lozenges, the charcoal being mixed with honey.

The daily use of these lozenges will soon tell in a much improved condition of the general health, better complexion, sweeter breath and purer blood, and the beauty of it is, that no possible harm can result from their continued use, but on the contrary, great benefit.

A Buffalo physician in speaking of the benefits of charcoal, says: "I advise Stuart's Charcoal Lozenges to all patients suffering from gas in stomach and bowels, and to clear the complexion and purify the breath, mouth and throat; I also believe the liver is greatly benefited by the daily use of them; they cost but twenty-five cents a box at drug stores, and although in some sense a patent preparation, yet I believe I get more and better charcoal in Stuart's Charcoal Lozenges than in any of the ordinary charcoal tablets."

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whether 1 or 1000, write  
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**ALABAMA.**  
Coldwater—School to be erected. Pleasant Ridge—School is being erected. Birmingham—Negro Educational Institute under construction; cost \$30,000.

**ARKANSAS.**  
Pine Bluff—Will erect \$50,000 high school.

**CALIFORNIA.**  
Loma Vista—Arch. Henry F. Starbuck, Longbeach, has plans for \$4,000 school. Hollywood—Union High school under construction. Oakland—In the competition of architects on plans for schools the following were accepted: Lincoln school, \$145,000; Archts. Sutton & Weeks, San Francisco. Franklin school, \$145,000; Archts. Stone & Smith, San Francisco. Prescott school, \$145,000; Archts. Bliss & Faville, San Francisco. Grove Street school, \$28,000; Archt. F. D. Voorhies, Oakland and San Francisco. Grant school, addition, \$81,000; Archts. Stone & Smith, San Francisco. Lafayette school, addition, \$38,000; Archt. F. D. Voorhies, Oakland and San Francisco. Alhambra—To erect high school; plans by L. B. Valk Architectural Co., Los Angeles.

**CONNECTICUT.**  
New Haven—18-room school to be erected in Webster district.

**DISTRICT OF COLUMBIA.**  
Washington—Ludlow school completed; Archt. J. L. Smithmeyer. Also plans for \$300,000 Catholic school have been accepted.

**GEORGIA.**  
Washington—To remodel school according to plans of Archt. Frank P. Milburn, Columbia, S. C.; cost \$10,000. Atlanta—Site chosen for erection of school. Athens—Science and Industrial Hall to be erected for the State Normal School; cost \$25,000. Augusta—Acht. Louis F. Goodrich has plans for \$12,000 school to replace one destroyed by fire. Vadaalla—\$15,000 school nearly completed.

**ILLINOIS.**  
Barrington—Plans by Archts. Turnbull & Jones, Elgin, for 2-story, \$20,000 school. DeLand—School is being erected. Kewanee—High school under construction. East Alton—School under construction; Archt. F. Oswald, Alhambra. Chicago—Two schools to be erected. One at Harvard avenue and Seventy-fifth street; cost \$85,000. The other at West Congress street and Fifth, 3 stories high; cost \$175,000. Aurora—Adopted plans of Archts. Patton & Miller, Chicago, for erection of West Side High school. Chatham—To erect school. DeKalb—Township high school to be built here. Galesburg—High school under construction; cost \$120,000. East St. Louis—To erect Horace Mann school according to plans of Archt. A. B. Frankel. Champaign—High school under construction. Rockford—Jackson school is under construction. Oak Park—To erect high school; cost \$160,000. Chicago—Acht. R. B. Williamson has plans prepared for the

Nathan S. Davis school to be erected on Sacramento avenue; cost \$95,000. Paris—Site selected for high school.

**IDAHO.**  
Culdesac—School under construction. Weiser—Acht. C. F. Hummel planned high school; cost \$25,000.

**INDIANA.**  
Bicknell—\$25,000 high school is being erected. Royal Center—Plans are being prepared by Archt. P. O. Moratz, Bloomington, Ill., for erection of central and high school; cost \$25,000. Morristown—To erect \$3,000 addition to school. Richmond—School to be erected.

**INDIAN TERRITORY.**  
Tulsa—Two schools will be erected; cost \$50,000.

**IOWA.**  
Waterloo—Archts. Murphy & Ralston are preparing plans for high school. Des Moines—Acht. O. O. Smith planned addition to St. Joseph's Academy. Iowa City—Archts. Proudfoot & Bird, Des Moines, have plans for engineering building for State University. West Branch—Accepted plans of Archts. Murphy & Ralston, Waterloo, for rebuilding school; cost \$15,000. Blairstown—School nearing completion. Ainsworth—To rebuild Xenia school, which was destroyed by fire.

**KANSAS.**  
Gas—Acht. C. W. Squires, Emporia, to prepare plans for 12-room school.

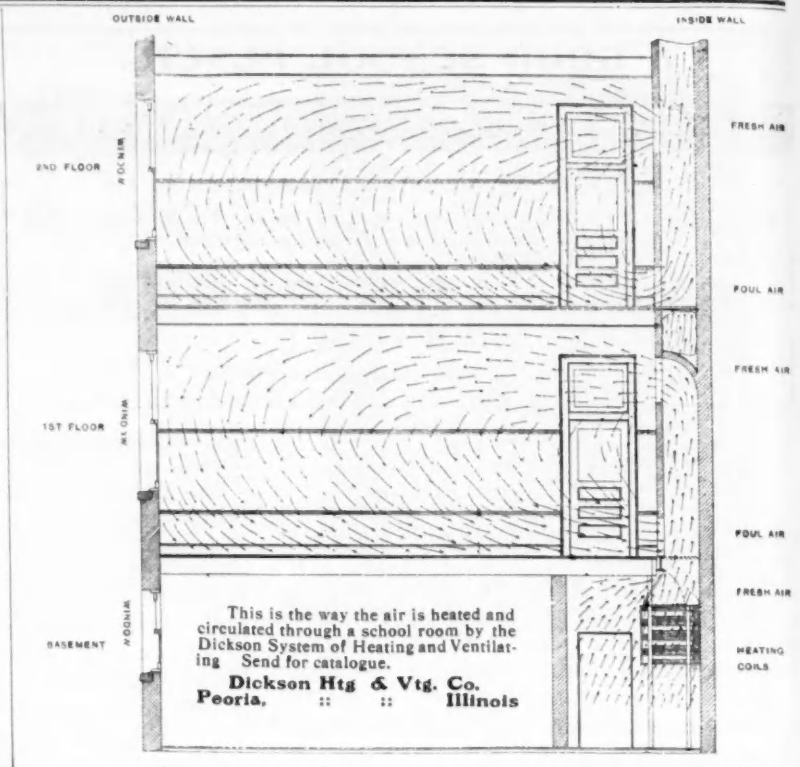
**KENTUCKY.**  
Covington—To erect school at 19th and Mary streets.

**MAINE.**  
Alfred—Archts. F. H. and E. F. Fassett, Portland, prepared plans for \$5,000 school. Pittsfield—\$15,000 school being completed.

**MARYLAND.**  
Baltimore—Building Inspector E. D. Preston has completed plans for two schools; cost \$40,000 each. Archts. Baldwin & Pennington have plans for school for Egerton Female Orphan Asylum; cost \$60,000. Highlandtown—School on Bank street is nearing completion.

**MASSACHUSETTS.**  
Springfield—Archts. E. C. & G. C. Gardner completing plans for technical high school. Berkeley—Appropriated \$25,000 for erection of school. Leominster—\$150,000 high school is under construction; Archts. Frost, Briggs & Chamberlain.

**MICHIGAN.**  
Ontario—School under construction. Merrill—Acht. C. L. Cowles, Saginaw, is preparing plans for school. Manistee—School under construction. Walkersville—A \$50,000 school will be erected. Three Rivers—To erect high school in Fourth ward. Owosso—School to be erected to replace one destroyed by fire.



This is the way the air is heated and circulated through a school room by the Dickson System of Heating and Ventilating. Send for catalogue.  
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Peoria, Ill.

Detroit—Gladwin school board to erect \$15,000 school.  
**MINNESOTA.**

Duluth—Plans for school by Archt. E. S. Radcliffe. Redwood Falls—Plans prepared for high school by Archt. R. D. Church, Minneapolis. St. Paul—Normal school to be erected. Becker—Will erect \$10,000 school. Hamlin—4-room addition to be erected to Hancock school. Winona—Acht. A. J. Van Deusen has plans for school for St. Stanislaus Catholic parish.

**MISSOURI.**  
Kansas City—Plans by Archt. C. A. Smith for Humboldt school; cost \$75,000. St. Louis—Plans prepared by Archts. Mauran, Russell & Garden for manual training school for Washington University; cost \$150,000. Joplin—High school under construction. Kansas City—Plans preparing for two negro schools.

**NEBRASKA.**  
Pierce—School to be erected in District No. 20. Exeter—Will erect school. Omaha—High school is being erected.

**NEW HAMPSHIRE.**  
Portsmouth—New high school under construction.  
**NEW JERSEY.**  
Camden—Two schools to be erected. West Hoboken—To erect two schools.

**NEW MEXICO.**  
Albuquerque—Ochoa site selected for erection of \$13,000 school.

**NEW YORK.**  
Albany—To prepare plans for School No. 16. New York—Competitive plans are being prepared for parochial school; \$70,000. Brooklyn—Acht. C. B. J. Snyder, New York, has plans for \$200,000 school to be erected on Sufter avenue, between Wyona and Vermont avenues. Binghamton—Voted to erect Robinson street school. Buffalo—Swanson site on South Park avenue

## AMERICAN School Buildings

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Works Perfectly on Window Stops Without the Use of Rods.  
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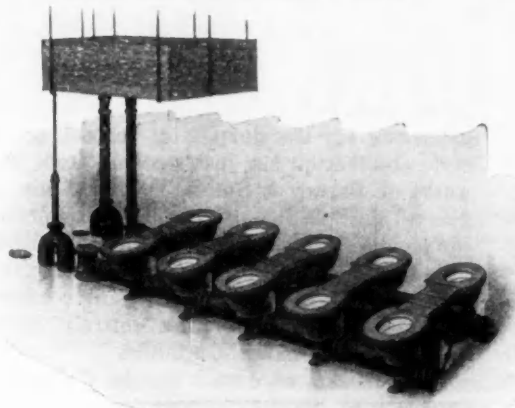
All Sewage matter and Foul Gases are IMMEDIATELY DISCHARGED FROM BUILDING BELOW BREATHING LINE by NELSON AUTOMATIC VENTILATED WATER CLOSETS, LATRINES AND URINALS.

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Nelson Ventilated Double Latrines  
Used in all New St. Louis Schools and in over fifty other places

selected for erection of school. Brooklyn—Parochial school at State and Barnum Place under construction. Bolivar—Plans by Archt. J. Mills, Buffalo, for \$25,000 school have been accepted.

### NORTH CAROLINA.

Charlotte—The Dillworth school is completed.

### NORTH DAKOTA.

Strain—Two schools to be erected. Havana—Voted to erect school. Jamestown—School will be erected. Mohall—School under construction. Edgeley—Plans prepared by Archts. Hancock Bros. for school. Grand Forks—Planned \$25,000 addition to the Central school.

### OHIO.

East Cleveland—Have begun work on Shaw High school; cost \$90,000; Archts. Searles & Hirsh. Columbus—High school to be erected on Central avenue and State street; cost \$85,000. Covington—Plans and specifications for school preparing; cost \$75,000.

### OREGON.

East Portland—To erect high school.

### PENNSYLVANIA.

Southfork—Plans preparing by Archt. Henry N. Rogers, Johnstown, for 2-story, 6-room school. Shamokin—Two 3-story, 15-room schools planned by Archt. W. U. Jury; cost \$42,000 each. Pitsburg—Plans by Archt. S. C. Richards, Braddock, for \$30,000 school. Youngsville—Two schools to be erected according to plans of Archt. W. G. Eckles. Pottsville—School to be erected. McKeesport—Acht. E. J. Carlisle & Co., have plans prepared for erection of \$50,000 school. Harrisburg—To erect school according to plans of Archt. C. Howard Lloyd. Wilkesbarre—Plans completed by Archt. Owen McGlynn for erection of 3-story parochial school. Elkins—Archts. Brockle & Hastings, Philadelphia, have plans ready for 3-story high school; cost \$50,000. Philadelphia—The following schools to be constructed: Fifteen division school, Wharton and Sheridan streets, 2d section; cost \$82,000. Twelve division school, third and Christian streets, 3d section; cost \$65,000. Twelve division school, Fifty-eighth street and Willow avenue, 40th section; cost \$59,000. Fifteen division school, Fifty-fourth and Race streets, 34th section; cost \$75,000. Addition to Godfrey school, 35th section; cost \$10,000. Addition to Ellwood school, 42d section; cost \$50,000. Altoona—School is being erected. Glen Mills—School under construction. Youngsville—Acht. W. G. Eckles planned two schools. Philadelphia—Have begun work on two schools to cost \$124,000. Plymouth—Plans preparing by Archts. McCormack & French, Wilkesbarre, for school.

### TENNESSEE.

Mason City—Negro College to be erected by Freedman's Aid and Southern Education Society; cost \$200,000. Pine Bluff—Will erect \$50,000 school. Nashville—\$7,000 school for the blind to be erected. Knoxville—School under construction. Nashville—High school to be erected.

### TEXAS.

West—Acht. C. H. Page, Jr., is preparing plans for 3-story school. Big Sandy—\$5,000 school to be erected. Dallas—High school to be erected. Redwater—Acht. T. J. Galbraith, Brandon, has plans for school; cost \$3,900. Houston—Annex to Austin school nearing completion. Terrell—Elma school under construction. Ft. Worth—2-story, 12-room De Laval school planned by Archt. S. Wemyss Smith. Sherman—To erect 2-story school according to plans of Archt. S. B. Elliott.

### VIRGINIA.

Staunton—Archts. Collins & Son have plans for rebuilding the Military Academy; cost \$25,000.

### WASHINGTON.

Seattle—Three 2-story, 8-room schools planned by Archt. James Stephen; cost \$25,000 each. Tacoma—Plans by Archt. F. H. Heath for addition to Edison school.

### WEST VIRGINIA.

Wheeling—Acht. Thos. C. Kennedy, Baltimore, Md., to prepare plans for industrial school; cost \$200,000.

### WISCONSIN.

Mishicott—Acht. C. H. Tegen, Manitowoc, has plans for 2-story school. Platteville—High school under construction. Coleman—\$5,000 school is being erected. Whitewater—High school to be erected. Blanchardville—Decided to erect \$17,000 school.

### BOOKS RECEIVED.

Kayser and Montser's Brief German Course. By C. F. Kayser, Ph. D., and Frederick Montser. 12mo., 363 pp. Price, \$1.20. American Book Co., New York, Chicago.

The Pearl and the Pumpkin. By Paul West and W. W. Denslow. Cloth bound, \$1.25. 239 pp. G. W. Dillingham Co., New York.

Grimm's Fairy Tales. Selected and edited for children in their third school year. By James H. Fassett. 188 pp. Cloth. Price, 25 cents.

Three Years with the Poets. Compiled by Bertha Hazard. 247 pp. Price, 50 cents. Houghton, Mifflin & Co., Boston, New York, Chicago.

The Education of the Wage-Earners. By Thomas Davidson. Edited by Charles M. Bakewell. 247 pp. Ginn & Company, Boston, New York, Chicago.

The Man Without a Country. By Edward E. Hale. School edition. 48 pp. Price, 25 cents. Little, Brown & Co., Boston.

Cyr's Graded Art Readers. Book Two. By Ellen M. Cyr. 12mo., cloth, illustrated. 136 pp. Price, 35 cents. Ginn & Company, Boston, New York, Chicago.

Graded Song Book. Part One. For Primary and Intermediate Grades. By William H. Lawrence. 169 pp. Houghton, Mifflin & Co., Boston, New York, Chicago.

Business Correspondence in Shorthand. Nos. 1, 2, 3 and 4. In one volume. Special Shorthand, without Type Key. 88 pp. Price, cloth, 75 cents. Isaac Pitman & Sons, New York City.

The Wide-Awake Primer. By Clara Murray. Illustrated. 111 pp. Little Brown & Co., Boston.

Nouveau English-French, French-English Dictionary. By E. Clifton and J. McLaughlin. Cloth, 673 pp. Price, \$1.00. Garnier Freres, Paris, France.

Shorthand Reading Lessons. No. 2 Twentieth Century Edition. 61 pp. Price, 25 cents.

Spanish Phonography. By Guillermo Parody, adapted to the Isaac Pitman Shorthand. Price, \$1.50, postpaid. Isaac Pitman & Sons, New York City.

A Manual on Personal Hygiene. Revised and enlarged. Proper Living upon a Physiologic Basis. By American authors. Edited by Walter L. Pyle. 12mo., 441 pp., illustrated. Bound in silk, price, \$1.50 net. W. B. Saunders & Co., Philadelphia, New York.

The Distribution of Wealth. By Thomas Nixon Carver. 290 pp. Price, \$1.50 net. The Macmillan Company, New York, Boston, Chicago.

Our Schools, Their Administration and Supervision. By William Estabrook Chancellor. 434 pp. Price, \$1.50. D. C. Heath & Co., Boston, New York, Chicago.

Elements of Plane Geometry, with Numerous Exercises. By Charles N. Schmall, and Samuel M. Shack. 233 pp. Price, \$1.25 net. D. Van Nostrand Company, New York.

A Brief History of American Literature. By William P. Trent, Professor in Columbia University. 12mo., cloth. Price, \$1.40 net; postage additional. D. Appleton & Co., New York, Chicago.

Elements of Botany. Revised Edition. With Key and Flora. By Joseph Y. Bergen. Cloth, 12mo., 283+357 pp. Illustrated. List price, \$1.30; mailing price, \$1.45. Ginn & Company, Boston, Chicago.

### SPECIAL STUDIES.

Chattanooga. A meteorological laboratory was installed in the high school last year and meteorology was made an elective study. The school authorities intend to complete the equipment this year when the new high school building is finished. This is the first high school laboratory for the study of weather, installed in the United States.

Chicago, Ill. A department will soon be established in the normal school for the instruction of teachers of deaf mutes.

A course of instruction in state factory inspection as supplementary to the course in sociology may possibly become a part of the curriculum of Wisconsin's state normal schools. Departments in child labor,

factory inspection, protection of machinery, legislation relative to the department in Wisconsin and laws of other states will be the chief features.

Chicago, Ill. Principal W. E. Watt of the Graham school has planned a novel vacation school which consists in making a cruise about the harbor on a big steamship for the purpose of studying Chicago's geography and history, its commercial interests and its sanitation.

Philadelphia, Pa. It is proposed to devote the first two years in the Girls' Commercial High School to "culture studies" and the last two made elective. The action was deemed necessary by the board lengthening the course from three to four years.

New Britain, Conn. A Latin course has been introduced in the two highest grades of the grammar school.

Ripley, Tenn. A business department of bookkeeping, stenography and typewriting has been added to the school course.

Southampton, Mass. Drawing introduced in the schools.

Newark, N. J. The first lessons in the recently adopted physical culture system will be free body exercises to occupy a fifteen minute period at each session of the day.

Crookston, Minn. A normal training course for the better preparation of would-be teachers is to be added to the high school.

A school of auctioneering and oratory will be established at Davenport, Ia., by a number of prominent auctioneers of Iowa.

Sacramento, Cal. Bookkeeping has been added to the course of study.

Harrisburg, Pa. It is proposed to establish a manual training school which will be practically a high school with manual training substituted for the study of Greek and Latin.

The course as proposed will embrace the following studies, and will cover three years:

First—Language and literature, including the structure and use of English, composition, literature, history, civics, economics, German and French.

Second—Mathematics, including arithmetic review, algebra, geometry, trigonometry, surveying and bookkeeping.

Third—Science, including geology, botany, physics, chemistry, physiology, mechanics, steam engineering and applied electricity.

Fourth—Freehand, constructive and architectural drawing; designing and modeling.

Fifth—Tool instruction, including joinery, pattern making, wood turning, wood carving, forging, tinsmithing, soldering, brazing, ornamental iron work, moulding and casting, vise-work and mechanical construction.

Holyoke, Mass. A recommendation has been made that bookkeeping be introduced in the first year of the commercial course and stenography in the second year.

## MANUAL TRAINING.

"It has been said that only these so-called 'classical studies' tend to refinement and culture, but that is not so. Book-learning alone is not education. A man can be a gentleman while delving into the mysteries of electricity just as thoroughly as if he were probing a Greek root."

Pittsburg, Pa. Director Arthur Hamerschlag, of the Carnegie Technical Schools, in outlining the work of the schools, says: "There will be three departments in the school; first, the primary grade; second, a grade for that class which does not seek a higher education, because of the lack of money; third, for the girls. We are going to get our pupils before we get our faculty and before we erect our buildings. We will not establish a study unless there is a demand for it. The idea is to give the community what it wants not what we want it to have."

St. Paul, Minn. Prof. G. F. Weltbrecht, principal of the Mechanic Arts High School: "I believe manual training does much for the morals of a community. Children take to it readily because idle hands are not natural; indeed, I find it hard to keep them out of the machine shops."

Menomonie, Wis. Supt. L. D. Harvey: "I think the greatest progress likely to occur in educational matters during the next year will be in the field of elementary education, and in this field the progress will be shown in a practical recognition of the educational value of handwork in the schools as exemplified in manual training and domestic economy, and of the mental development accompanying such training in handwork."

Chicago, Ill. Supt. E. G. Cooley: "The perfect school, the school towards which we are tending, the school of the future, will be a school of work—a workshop. Never again will the people in a democracy content themselves with an education that aims to meet the demands of the leisure class only."

Buffalo, N. Y. Prof. Daniel Upton, director of manual training in the public schools, says that so great is the desire for this study that boys sent to the class from the truant school, consider it their greatest punishment to be deprived of that period.

Oshkosh, Wis. Manual training has been introduced in the schools. An instructor has been hired at a salary of \$125 per month for the present school year.

## CAR DESIGNED FOR WOMEN.

A large number of railroad officials, including representatives of the Southern Pacific, the Union Pacific, and the Milwaukee & St. Paul roads, gathered in the Union station yesterday afternoon for the purpose of inspecting a new style observation car just received from the car works of Barney & Smith, Dayton, Ohio. The general designation of "composite observation" car has been given the new piece of equipment. It is built with a special view to the comfort of the women. Tobacco smokers are confined to one-half the car, which is entirely inclosed. There is also a handsome buffet.

The new cars were built for the Chicago, Milwaukee & St. Paul road, and are to be used on its Overland Limited train between Chicago and Omaha.

Steel arches throughout the car make it practically indestructible.—Chicago Inter-Ocean, November 19, 1904.

## SCHOOL STATISTICS OF THIRTEEN PRINCIPAL AMERICAN CITIES.

Chicago	285,000	225,500	\$ 9,500,000	\$26.27
New York	640,000	470,000	23,260,472	43.00
Boston	105,557	92,408	5,500,000	35.41
St. Louis	86,000	70,000	2,484,575	24.19
Cincinnati	45,000	.....	1,121,800	24.00
Washington	50,000	40,000	2,000,000	31.63
Baltimore	69,000	58,000	1,500,000	20.07
Kansas City	32,000	23,300	950,000	.....
Detroit	40,000	33,500	971,049	22.60
Indianapolis	30,217	23,000	1,119,368	37.34
Milwaukee	42,000	37,500	997,750	24.09
Omaha	20,000	15,000	790,000	39.00
Louisville	29,000	25,000	625,000	27.51

## CLASS PROMOTIONS.

Norristown, Pa. The School Board, for the purpose of stimulating pupils to give more attention to fundamental branches, requires them to make a minimum mark of 50 in every study, before they can be promoted.

Youngstown, O. The ninth grade has been dropped and the eighth grade made a preparatory to the high school.

Trenton, N. J. A new system of promotion called the "subject promotion system" has been adopted by the Board of Education for the high school. In the past students have been advanced to higher grades by general average of all studies. The new plan is that a student must attain a minimum average of 75 per cent. in each study; in studies below the minimum he will not be advanced.

New Orleans, La. The present system of promoting pupils to the high schools in one or two branches and being "conditioned" in the remaining studies is not advantageous to the pupils, those being usually very poor in scholarship. The committee having jurisdiction over this department recommended that the rules be amended so as to provide that a pupil conditioned in three or more studies shall receive no credit for the term's work in any branch and shall be required to take over the whole course.

Philadelphia, Pa., will do away with grade examinations this year, a resolution recently passed directing that pupils in the first eight grades of the elementary schools be advanced at the end of the term on the certificates of the principals of their schools.

## TEACHERS' SALARIES.

Salt Lake City, Utah. The Board of Education has raised the salaries of school principals so that each principal of the grammar school will receive a salary of \$80 a month, with \$4.25 a month additional for each teacher under his supervision. This is an increase of 25 cents a teacher over last year. The maximum, however, to be received by any grammar school prin-

cipal will be \$160, unless he be the holder of a state high school diploma or its equivalent, when \$165 may be attained. No grammar school principal, however, again, shall receive more than \$150 a month unless he has supervised instruction in the schools of this city for three or more years with a corps of sixteen or more teachers.

The salaries of the principals in the primary schools are fixed at \$80, with an additional \$4.25 for each teacher, provided, that the maximum salary shall be \$105, and further, that \$100 shall be the maximum for any primary principal who is not the holder of a state high school diploma or its equivalent.

Pittsburg, Pa. The teachers in the schools are carrying on their agitation for increased salaries. At a recent meeting of the Board of Education, they presented the following schedule for the salaries in the first seven grades: First year's service, \$600; second, \$650; third, \$700; fourth, \$750; fifth, \$800; sixth, \$850; seventh, \$900; eighth, \$950; ninth and over, \$1,000.

In the high school class the following wages have been added: First year's service, \$1,000; second, \$1,050; third, \$1,100; fourth, \$1,150; fifth, \$1,200; sixth, \$1,300.

## ARE YOU SICK?

If so, where?

Headache?

Dry, hacking cough?

Foul tongue?

Loss of appetite?

Lack of energy?

Pain in stomach?

Bowels?

General weakness?

These are but a few of the signs of indigestion.

Some others are: Wind in the stomach or bowels; constipation or diarrhea; pale complexion; spots before the eyes; dizziness; loss of flesh; irritability; sleeplessness; nervousness.

All these symptoms will plague and torment you, and will never permanently leave you, once you suffer from them; only are sure, in time, to get worse, if not treated by the best known scientific method of cure—Stuart's Dyspepsia Tablets.

These curative tablets are composed of ingredients which modern knowledge of the true inward processes of digestion approve of, as forming the best, safest, surest and most scientific combination of medicinal drugs that can be used to relieve all the conditions of ill-health brought on by this much-dreaded disorder.

A disease so "protean" or changeable in its manifestations, assuming so many forms, characterized by so many different symptoms that, more times than not, it is mistaken for some other disease altogether, and the poor patient may die, or at best allow the seeds of permanent, chronic sickness, to germinate and take root in his system.

So it is a real danger we ask you to avoid, when we say: In case of doubt, take Stuart's Dyspepsia Tablets.

Even if disordered digestion is not the real cause of your sickness (which, probably, though, it is), yet your digestion is nearly certain to be out of order, and if allowed to remain so will seriously complicate your sickness for you.

Stuart's Dyspepsia Tablets, then, will be sure to do you good, and will not interfere with any other medicine you may be taking.

They will help to make your food make you strong, and thus, if in no other way, help you back to health by helping your system to throw off disease like a healthy duck shakes water off its back.

Shake off your sickness with Stuart's Dyspepsia Tablets.

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# Directory for School Supplies

The names given below are those of the leading and most reliable School Supply Houses in the United States. None other can receive a place in this Directory. Everything required in or about a School House may be secured promptly and at the lowest market price by ordering from these Firms.

ARCHITECTS—SCHOOL.		BRUSHES.		FINE STATIONERY.		MEDALS.		SCHOOL FURNITURE.	
W R Parsons & Son Co .....Des Moines, Ia		(For Dustless Sweeping) Milw. Dustless Brush Co .....Milwaukee, Wis		Bunde & Upmeyer, 71-75 Wis. St. .....Milwaukee, Wis Phillips Sch Supp H. Williamsport, Pa		Bunde & Upmeyer Co..... ...71-75 Wis. St., Milwaukee, Wis		N. J. School-Church Furniture Co. .....Trenton, N. J. Chandler Desk & Seat Co.....Boston Am School Furn Co .....New York, Chicago The Caxton Co..... The A H Andrews Co.....Chicago E W A Rowles.....Chicago McConnell Sch Supply Co.....Phila Grand Rapids Sch Furn Co .....Grand Rapids, Mich Haney Sch F Co.....Grand Rapids, Mich Fritz & Goeldel Mfg. Co..... .....Grand Rapids, Mich L A Murray & Co.....Kilbourn, Wis Thomas Kane & Co.....Racine, Wis Moore Mfg Co.....Springfield, Mo Piqua School Furn Co.....Piqua, O Milton-Bradley Co.....Springfield, Mass Phillips Sch Supp H. Williamsport, Pa N. J. Church School Furniture Co. ....Trenton, N. J.	
APPARATUS—GENERAL.		CAPS AND GOWNS.		FLAGS AND BUNTING.		OPERA CHAIRS.			
The A H Andrews Co.....Chicago Columbia School Supply Co .....Indianapolis, Ind W A Rowles.....Chicago Caxton Co..... McConnell Sch Supply Co.....Phila L A Murray & Co.....Kilbourn, Wis Haney Sch F Co.....Grand Rapids, Mich		Cotrell & Leonard....Albany, N. Y.		(Dealers.) The A H Andrews Co.....Chicago E W A Rowles..... McConnell School Supply Co.....Phila L A Murray & Co.....Kilbourn, Wis		A H Andrews Co.....Chicago Cincinnati Seating Co.....Cincinnati, O. Am School Furn Co.....N. Y., Chicago Thos Kane & Co.....Racine, Wis. Grand Rapids School Furniture Works.....Grand Rapids, Mich. E W A Rowles.....Chicago			
APPARATUS—SCIENTIFIC.		CHARTS.		GLOBES.		PENCILS.			
Columbia School Supply Co .....Indianapolis, Ind		Peckham, Little & Co.....New York The A H Andrews Co.....Chicago Thomas Kane & Co.....Racine, " E W A Rowles....." Rand, McNally & Co....." The Caxton Co....." McConnell Sch Supply Co.....Phila L A Murray & Co.....Kilbourn, Wis Haney Sch F Co.....Grand Rapids, Mich Milton-Bradley Co.....Springfield, Mass Am School Furn Co.....N. Y., Chicago (Anatomical) McConnell School Supply Co....Phila		Chandler Adj Chair & Desk Works .....Boston American School Furn Co .....New York, Chicago Cleveland School Furn Works .....New York, " Grand Rapids School Furn Co .....New York, " Thos Kane & Co Works .....New York, " The A H Andrews Co....." The Caxton Co....." E W A Rowles....." Rand, McNally & Co....." McConnell Sch Supply Co.....Phila L A Murray & Co.....Kilbourn, Wis Peckham, Little & Co.....New York		Dixon Crucible Co.....Jersey City, N J Eberhard Faber.....New York Eagle Pencil Co....." Favor, Ruhl & Co....."			
BADGES.		CLASS PINS.		HEATING AND VENTILATING.		PENCIL SHARPENERS.		SCHOOLROOM STATUARY.	
Bunde & Upmeyer, 71-75 Wis. St. .....Milwaukee		Bunde & Upmeyer, 71-75 Wis. St. .....Milwaukee, Wis		Dickson Htg & Vtg Co....Peoria, Ill		N Y Silicate Slate Co.....New York Favor, Ruhl & Co....." F H Cook & Co.....Leominster, Mass E W A Rowles.....Chicago Dixon Crucible Co.....Jersey City		C. Hennecke Co.....Milwaukee	
BELLS—DEALERS.		CLOCKS—PROGRAM.		INK.		PENS.		SCHOOL SUPPLIES.	
The A H Andrews Co.....Chicago W A Rowles....." McConnell Sch Supply Co.....Phila L A Murray & Co.....Kilbourn, Wis Phillips Sch Supp H. Williamsport, Pa Peckham, Little & Co.....New York		Columbia School Supply Co .....Indianapolis, Ind Fred Frick Clock Co. Waynesboro, Pa		Harry D Kirk.....Chicago E W A Rowles....." Barbour Tablet Ink Co. Evansville, Ind		(Manufacturers.) Eagle Pencil Co.....New York The Esterbrook Pen Co....." (Dealers.) Eberhard Faber....." E W A Rowles.....Chicago		Prang Educational Co .....New York, Chicago, Boston Chandler Adj Chair & Desk Works ..... Chandler & Barber....." American Sch Furn Co .....Chicago, " .....Chicago, New York Grand Rapids Sch Furn Co .....Chicago, " Thos Kane & Co Works .....Chicago, " N Y Silicate Slate Co....." Peckham, Little & Co....." McConnell Sch Supply Co.....Phila Columbia School Supply Co .....Indianapolis, Ind The A H Andrews Co.....Chicago The Caxton Co....." E W A Rowles....." Rand, McNally & Co....." Thomas Kane & Co.....Racine, Wis L A Murray & Co.....Kilbourn, Wis Haney Sch F Co.....Grand Rapids, Mich Milton-Bradley Co.....Springfield, Mass Phillips Sch Supp H. Williamsport, Pa N. J. Church School Furniture Co. ....Trenton, N. J.	
BLACKBOARDS—COMPOSITION.		COMMERCIAL STATIONERY.		INK WELLS.		PRISM GLASS.		PROJECTION LANTERNS.	
N. Y. Silicate Book Slate Co. New York The A H Andrews Co.....Chicago E W A Rowles....." Caxton Co....." McConnell Sch Supply Co.....Phila L A Murray & Co.....Kilbourn, Wis Haney Sch F Co.....Grand Rapids, Mich Am School Furn Co.....N. Y., Chicago Peckham, Little & Co.....New York		McConnell Sch Supply Co.....Phila The Caxton Co.....Chicago E W A Rowles....."		Squires Ink Well Co.....Pittsburg, Pa E. W. A. Rowles.....Chicago		New York Prism Co.....New York		McIntosh Stereopticon Co., Dept. 3 .....Chicago E W A Rowles.....	
BLACKBOARDS—OUTLINE.		CRAYON.		KINDERGARTEN SUPPLIES.		PROGRAM CLOCKS.		STATIONERY.	
N. Y. Silicate Book Slate Co. New York		Peckham, Little & Co.....New York N. Y. Silicate Book Slate Co....." Eagle Pencil Co....." The A H Andrews Co.....Chicago American School Furn Co .....New York, " Grand Rapids School Furn Co .....New York, " Thos Kane & Co Works .....New York, " Rand, McNally & Co....." E W A Rowles....." Chandler Adj Chair & Desk Works .....Boston McConnell School Supply Co.....Phila		Milton-Bradley Co..Springfield, Mass Thos Charles Co.....Chicago		Fred Frick Clock Co. Waynesboro, Pa		E W A Rowles.....Chicago Bunde & Upmeyer, 71-75 Wis. St. .....Milwaukee Favor, Ruhl & Co.....New York	
BLACKBOARDS—SLATE.		DIPLOMAS.		LANTERN SLIDES.		PROJECTION SCREENS.		TEACHERS' AGENCIES.	
Excelsior Slate Co....Pen Argyl, Pa J J Johnson & Co.....New York Chandler Adj Chair & Desk Works .....Boston Cleveland School Furn Works N Y .....Cleveland, " Grand Rapids School Furn Co .....Grand Rapids, " Thos Kane & Co Works, Racine, " The A H Andrews Co.....Chicago The Caxton Co....." E W A Rowles....." Columbia School Supply Co. .....Indianapolis, Ind McConnell School Supply Co.....Phila L A Murray & Co.....Kilbourn, Wis Haney Sch F Co.....Grand Rapids, Mich N Y Silicate Book Slate Co. New York N. J. Church School Furniture Co. ....Trenton, N. J. Am School Furn Co.....N. Y., Chicago		Ames & Rollinson.....New York E W A Rowles.....Chicago McConnell Sch Supply Co.....Phila		McIntosh Stereopticon Co., Dept. 3 .....Chicago		McIntosh Stereopticon Co., Dept. 3 .....Chicago		Central Teachers' Agcy., Columbus, O Nat'l Educational Bureau .....Harrisburg, Pa Schermerhorn Teachers' Agency .....New York Pratt Teachers' Agency..... Syracuse Teachers' Agency.....Syracuse Albany Teachers' Agency.....Albany Rome Teachers' Agency.....Rome, N. Y. Teachers' Exchange.....Boston Fisher's Teachers' Agency..... Albert Teachers' Agency.....Chicago Clark Teachers' Agency....." McQuillough Teachers' Agency... N. W. Teachers' Bur.....Madison, Wis Fisk Teachers' Agency.....Boston Hazard Teachers' Agency..... Minneapolis, Minn., & Spokane, Wash Sheridan Teachers' Agency..... .....Greenwood, S. C. Colo. Teachers' Agcy., Denver, Colo. Warrensburg Teachers' Agency... .....Warrensburg, Mo.	
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DRAWING TABLES.		ERASERS.		MAPS.		SCHOOL BLANKS.		TYPEWRITERS.	
Fritz & Goeldel Mfg. Co..... .....Grand Rapids, Mich		N Y Silicate Slate Co.....New York Eberhard Faber....." The A H Andrews Co.....Chicago E W A Rowles....." Rand, McNally & Co....." McConnell Sch Supply Co.....Phila L A Murray & Co.....Kilbourn, Wis Am School Furn Co.....N. Y., Chicago Peckham, Little & Co.....New York		The A H Andrews Co.....Chicago Rand, McNally & Co....." E W A Rowles....." Caxton Co....." McConnell School Supply Co.....Phila L A Murray & Co.....Kilbourn, Wis Haney Sch F Co.....Grand Rapids, Mich Phillips Sch Supp H. Williamsport, Pa Peckham, Little & Co.....New York		The A H Andrews Co.....Chicago The Caxton Co....." E W A Rowles....." Rand, McNally & Co....." McConnell Sch Supply Co.....Phila Phillips Sch Supp H. Williamsport, Pa L A Murray & Co.....Kilbourn, Wis Am School Furn Co.....N. Y., Chicago Peckham, Little & Co.....New York		Smith-Premier Typewriter Co .....Syracuse, N. Y. Williams Typewriter Co. Derby, Conn.	
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